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ABSTRACT

The purpose of this study was to investigate the attitudes toward bilingual education of parents whose children were in bilingual programs and to find if attitude differences related to sex, age, mobility, and education existed between income groups. The sample consisted of 110 pairs of parents whose children were in bilingual programs in 10 schools in the Albuquerque Public School System. The sample was divided into 2 socioeconomic groups based on occupation and subdivided by sex, age, mobility, and education. A 63-item questionnaire was administered to each pair of parents by a trained Spanish-speaking interviewer. The results indicated an homogeneous positive attitude toward bilingual education with few significant differences between socioeconomic groups. It was also found that those under age 35 were more positive in their attitudes than were the older group, that amount of education did not seem to alter attitudes significantly, and that the amount of mobility significantly affected the response toward certain statements. The major conclusion of the study was that parents enthusiastically approved of the on-going bilingual and bicultural programs to which their children were being exposed. [Not available in hard copy due to marginal legibility of original document.] (PS)

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ATTITUDES TOWARD BILINGUAL EDUCATION: A STUDY OF PARENTS WITH CHILDREN IN SELECTED BILINGUAL PROGRAMS

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DISSERTATION

Submitted in Partial Fulfillment of the
Requirements for the Degree of
Doctor of Philosophy in Curriculum and Instruction
in the Graduate School of
The University of New Mexico
Albuquerque, New Mexico
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The University of New Mexico, 1972

STATEMENT OF THE PROBLEM

The purpose of this study was to investigate attitudes of parents, whose children were in bilingual programs, toward bilingual education. The study also sought to find if differences existed between income groups in attitudes related to sex, age, mobility, and education.

PROCEDURE

Two hundred and twenty persons (or 110 pairs of parents) whose children were in bilingual programs in ten schools in the Albuquerque Public School System comprised the sample. They were divided into two socioeconomic groups based on occupation, lower-middle and upper-lower, and subdivided by sex, age, mobility and education. A sixty-three item questionnaire was administered to each pair of parents by a trained Spanish-speaking interviewer. The questionnaire was simultaneously given to both parents at their home. All of the responses were obtained within a two-week period in order to prevent time from being a variable that might have produced differences in attitudes. The t-tests were used to

determine whether significant differences existed between the two groups.

RESULTS

The mean scores for the total population were high on most of the statements, indicating an homogeneous postive attitude toward bilingual education. There were few significant differences between socioeconomic groups. Of the other independent variables, age produced the most significant differences. This indicated that those under age 35 were more positive in their attitudes than were the older group. Those under age 35 spoke less Spanish with their children but had a more positive attitude toward bilingual education. Amount of education did not seem to alter this attitude significantly. In several instances, however, the amount of mobility significantly affected the response toward certain statements. The lower socioeconomic group reflected stronger attitudes on several statements than the middle socioeconomic group.

CONCLUSIONS

This study indicated that parents enthusiastically approved of the on-going bilingual and bicultural programs to which their children were being exposed. The attitudes of the parents in this sample demonstrated a strong sentiment for becoming or remaining a bilingual-bicultural society. Exposure to bilingual education for both groups produced a highly favorable response.

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CHAPTER I

INTRODUCTION AND JUSTIFICATION

The need to communicate with other countries has become more apparent each day. An expanding technology that draws countries closer together has resulted in a need to recognize diversity of languages and cultural differences which exist throughout the world, and schools need to meet the challenge of preparing students to live and work in such a world. Bilingual education for all children has been postulated as a step in the right direction. Mackey (1969, p. 1) points out that:

> There are few countries where one cannot find some instances of bilingual education. In the past decade the demand for bilingual education has been increasing in most parts of the world. In the developing or emerging nations the demand is caused by the rise in the status of one or more of the vernacular languages combined with the need to maintain an international language for the purposes of secondary and higher education. In other nations, where the official language has already attained international status, a changing climate of tolerance toward minorities has often made it possible for ethnic groups speaking a language other than that of the national majority to organize, with official approval, their own schools in their own language.

In the United States, social pressure has at least brought about an awareness of the problem. According to

John and Horner (1971, p. xxii):

> Much of the present attention directed toward bilingual education in this country has been sparked by the vocal demands of Spanish-speaking and Indian language groups. The political impact of these groups is increasingly felt in the national scene, as they continue to struggle for the maintenance of their linguistic and cultural identities.

It was not until the 1960's that enough pressure was placed upon legislators to enact bilingual education measures. As a result, bills in 1967 were introduced in Congress to amend the Elementary and Secondary Education Act of 1965 to provide for bilingual education programs. This amendment, known as the Bilingual American Education Act, was passed as Title VII of the Elementary and Secondary Education Act of 1965. It became effective July 1, 1968, and is administered by the United States Office of Education. The purpose of the Act, according to Andersson and Boyer (1970, p. v), is "to conserve our language resources and to advance the learning of the child, irrespective of language. It seeks to make learning the objective of the classroom, using other languages in addition to English to accomplish this objective." In 1970, the federal government, as reported in the "Guide"(1970, p. 1), appropriated $21,250,000 for bilingual education under Title VII for the purpose of "developing and operating programs for children aged 3-18 who have limited English-speaking ability."

More recently with the opinion of David Norvell,

New Mexico Attorney General, local concern for bilingual programs has been growing. His opinion (#71-102), dated August 26, 1971, to Lieutenant Governor Robert A. Mondragón has focused attention on the problem. Implications for the preparation of teacher training "so that they may become proficient in both the English and Spanish languages" is but one of the problems that faces educators today. The fact that these programs are new and experimental has up to now left many questions unanswered. One of the immediate issues that needs to be dealt with is the role that the community should play in bilingual programs. Ulibarrí (1970, p. 1) states:

> A program that does not take into account the problems of the community, the needs of the individual, and the aspirations of the people cannot hope to be anything more than a veneer that helps to hide the anomalies of the community and to engender helplessness in the individual. Such a program will never have the support of the community nor the enthusiasm of the individual.

Ulibarrí emphasizes that in any bilingual program consideration must be given to (1) social class, (2) relative economic standing of the community and the groups, and (3) extent of acculturation (1970, p. 1).

John and Horner (1971, p. 187) point out that:

> The participation of parents is a critical aspect of bilingual education. Although many bilingual educators support this view, they fail to implement it. When programs are planned in isolation from the community, parents' contributions become merely incidental. Parental participation and community control do not guarantee relief from

> the shortage of qualified teachers, the lack of curriculum materials, limited funds, or from any other of the problems specific to bilingual education. Such participation and control do, however, provide support for the continuity to the schools' efforts.

The majority of the parents of children who are enrolled in bilingual programs in New Mexico are of Mexican or Spanish descent (Title VII, 1967, draft). There are also some programs for students from the Indian population. It appears that the population of the Spanish ethnic groups differs in the degree of acculturation to the Anglo culture. "One of the more important criteria of assimilation used by sociologists is the degree to which a group speaks English or a foreign tongue, and Mexican Americans have retained their native language to a relatively higher degree than most other ethnic groups" (Skrabanek, 1971, p. 19). In the Las Cruces, New Mexico, area, for example, many of the parents are first generation immigrants from Mexico. In the northern part of New Mexico, many of the third and fourth generation residents are descendants of settlers that came to this country during the time of the conquistadores. The Spanish spoken in this area still retains much of the sixteenth-century flavor. McWilliams (1968, p. 74) states in this regard:

> "A Castilian of the year 1525," writes Mencken, "would understand a New Mexican far more readily than he would a Spaniard."

Partially because of the influx of the Anglo culture in the Albuquerque area, many of the parents whose children

are in bilingual programs speak little Spanish although they may retain the customs and beliefs of the culture. McWilliams (1968, p. 74) points out that:

> In central New Mexico, where the Anglo-American influence is most pronounced, Dr. Campa notes that "the whole manner of living is fast becoming Americanized, in some cases to the point where Spanish is no longer spoken in the home." Where the language vanishes, the traditions and customs are soon forgotten.

Because of the differences in needs within the communities in the state, one of the questions that still needs to be answered is, how do parents and communities feel about bilingual education? More data need to be gathered in order to determine the kind of bilingual education model a particular community requires. There is at least the possibility that each community perceives bilingual education and bilingual programs differently.

Fishman (1970, p. 8) points out that:

> Various types of bilingual education programs make implicit assumptions about the kind of language situation that ought to exist in that community. Program developers should make their assumptions explicit and attempt to test the validity of these assumptions by gathering various kinds of data regarding the societal functions of community languages and existing attitudes toward them, both before and during the development of bilingual education programs.

He also states that:

> Gaarder suggests that the way in which a school or community goes about establishing a bilingual program will largely define the structure the program will take.

John and Horner (1971, p. 187) in this regard claim that:

> Educational innovations will remain of passing interest and little significance without the recognition that education is a social process. If the school remains alien to the values and needs of the community, if it is bureaucratically run, then the children will not receive the education they are entitled to, no matter what language they are taught in.

Therefore, in keeping with the recommended procedures of experts in the field of bilingual education, the attitudes of parents must be surveyed to insure support and relevant programs.

Most bilingual programs in existence today are directed primarily toward "transitional bilingualism" (Fishman, 1970, p. 4) to permit students to "adjust to school" by mastering English. Few programs have maintenance of native language and culture as an ultimate goal. Bruce Gaarder (1970, p. 64), after reviewing the Bilingual Act and project proposals, has stated:

> One glaring discrepancy with programs funded under Title VII is the inadequate attention, resources, and understanding to the other tongue, as compared to the attention paid to English.

In other words, the majority of these programs are offering just enough bilingual teaching to qualify them for federal funding. According to Gaarder (1970, p. 64):

> Their main objective is to use the child's mother tongue for purposes of instruction as a "bridge" to English to be crossed as soon as possible

> and eliminated entirely or virtually so in favor of English as the sole medium, Although this objective is not wrong in and of itself and even though it's a considerable improvement over what schools have offered in the past, this program model is far from being a true bilingual program.

Gaarder states further (1970, p. 172):

> The Bilingual Education Act which provides legislation in support of dual-language public schooling is written in such terms that permit both the ethnocentrists and the cultural pluralists to see what they want to see in the act.

While the principles of bilingual education are sound, it continues to be just a "promissory note to the poor" and "a lefthanded contribution to increasingly vocal and organized (though still exploited and dispossessed) Hispanos and Indians" (Fishman, 1970, pp. 8-9).

Research which deals with attitudes and beliefs about minority languages is scarce. This becomes most obvious after reading what Gaarder, Fishman, Andersson and others have to say of education for the Mexican-American. Educators often do not know if parents in minority language communities want their children to be instructed in the home language in all curriculum areas. Members of a community can nullify the best of programs by their lack of cooperation and more overt forms of resistance if they feel that schools are out to hamper their children. The linguistic features, the linguistic functions within the community, and the attitudes of the

community toward the standardization of the language necessarily have to be considered before they can be incorporated in the school curriculum (Fishman, 1970, p. 8).

Fishman (1970, pp. 8-9) states that the minimal kinds of information necessary in establishing an appropriate program for a community are:

1. A survey that would establish the language and varieties employed by both parents and children, by societal domain or function.

2. Some rough estimate of the relative performance level in each language, by societal domain.

3. Some indication of community (and school staff) attitudes toward the existing languages and varieties and toward their present allocation to domains.

4. Some indication of community (and school staff) attitudes toward changing the existing language situation.

According to Fishman (1970, pp. 8-9), this would permit "citizens, board members, administrators, and teachers" to select the type of program which would fit the needs of the community, both in determining the "existing language situation" and in directing the "extent of change in that situation."

PURPOSE OF THE STUDY

The general focus of this study was to investigate parental attitudes toward bilingual education in selected areas of a large metropolitan area in New Mexico. Specifically the study dealt with assessing attitudes of Spanish-speaking and/or Spanish-surnamed parents of

children in schools with bilingual programs toward the following aspects of bilingual education:

1. Attitudes toward the bilingual education program.
2. Attitudes toward use of Spanish in the curriculum.
3. Attitudes toward culture.

Some of the questions this study hoped to clarify were:

1. Do attitudes of parents with children involved in bilingual programs differ depending upon socioeconomic status?
2. Do attitudes of parents with children involved in bilingual programs differ depending upon education?
3. Do attitudes of parents with children involved in bilingual programs differ depending upon mobility?
4. Do attitudes of parents with children involved in bilingual programs differ depending upon age?
5. Do attitudes of parents with children involved in bilingual programs differ depending upon sex?

A list of students was obtained from ten schools that were in a bilingual program. The schools were divided into two groups, predominantly lower socioeconomic status and predominantly middle socioeconomic status, based on Warner's occupation scale (1949, pp. 140-141). These groups were further divided by sex, age, mobility, and education. Each of the families within these divisions was then assigned a number and the random selection was made. The information was

obtained in a two-week period within the 1971-1972 school year. One hundred and ten pairs of parents were randomly selected, making a total of two hundred and twenty persons. Seventy-five more pairs of parents were randomly selected for an alternate list, of which sixty-two pairs were used. A sixty-three item questionnaire devised by this investigator was given to the above selected parents, and demographic information was obtained.

LIMITATIONS

This research was limited to Spanish-speaking and/or Spanish-surnamed parents of children in bilingual education programs in ten schools in the Albuquerque metropolitan area. Data, computations and conclusions drawn from this study are applicable to the randomly selected parents of students in only these schools, and should not be construed to imply that similar questioning of other parents from other schools would yield the same results. This is the limitation in the design of the study.

DEFINITION OF TERMS

For the purposes of this study, the following definitions have been used:

Bilingual Education: "The concurrent use of two languages as the media of instruction for a child in a given school curriculum except the actual study of the languages themselves" (Gaarder, 1967, pp. 110-120).

Bilingualism: The use of two languages by an individual, which does not necessarily imply fluency.

Mexican-American: "Refers to persons with Spanish surnames who come from Spanish-speaking parentage" (Skrabanek, 1971, p. 18).

Attitude: "A relatively enduring system of affective, evaluative reactions based upon and reflecting the evaluative concepts or beliefs which have been learned about the characteristics of a social object or class of social objects" (Shaw and Wright, 1967, pp. 10-11).

SUMMARY

The problem--the need for parental participation as a critical aspect of bilingual education--is presented in this chapter along with a discussion of the study. This study had a particular reference to the Spanish-speaking or Spanish-surnamed parents of children who were enrolled in bilingual education programs in ten schools in Albuquerque, New Mexico. Although there is a paucity of research in this area, Chapter II deals with the pertinent research that has been done.

Chapter III describes the selection of subjects, procedures and analyses employed. A description of the statistical interpretation of the data follows in Chapter IV. The final chapter, Chapter V, contains summary, conclusions, and recommendations. Supplementary information is included in the appendices.

CHAPTER II

REVIEW OF RELATED LITERATURE

AN HISTORICAL PERSPECTIVE

According to Theodore Andersson (1971, p. 1), bilingual schools in the United States fall into two periods: from 1840 to 1920, and from 1963 to the present. In 1840 a large German-speaking minority in Cincinnati may be said to have had the first bilingual school. During the first period, approximately a million American children received a part of their instruction in German as well as in English. Despite the extent and historical importance of this early bilingual schooling, it failed to provide an authoritative curriculum model for bilingual education. The bilingual program, often only a language program, was rarely integrated into either the philosophy or the practice of school or society. Bilingual schooling disappeared from the United States scene from the time of World War I until 1963, when the Dade County bilingual program was initiated in Miami, Florida. A Ford Foundation grant provided for instruction in both English and Spanish for Spanish and English-speaking children. As described by Theodore Andersson and Mildred Boyer (1970, Vol. 1, p. 18), in 1963 the Dade County, Florida, schools undertook a

completely bilingual program in the first, second and third grades of the Coral Way School. This was done to better meet the needs of the children of Cubans who were migrating in large numbers to the Miami area. As Andersson and Boyer (1970, Vol. 1, p. 18) point out:

> At first participation was made voluntary and a few parents chose to have their children follow the all-English program. By the end of the first year, however, the bilingual program had won almost unanimous approval and it was no longer necessary to offer the unilingual option. Approximately half of the instruction is given in Spanish by competent Cuban teachers and half in English by American teachers. The American and Cuban teachers working in the same grade form a cooperative team and confer frequently in order to coordinate their teaching.

An annual report by the Dade County Public Schools (1970) showed that there had been a continuous countywide growth in the Spanish-speaking population, thus increasing the need for bilingual programs. According to the report, by September, 1969, the total number of Spanish-speaking pupils was 49,552; 30,140 were Cuban refugee pupils and 16,412 from countries in South and Central America, Mexico and Puerto Rico. From 10.5 percent of total school membership in 1965, the number reported by the schools increased to 13.5 percent in 1967 to 19.1 percent in 1969.

Two noteworthy programs were begun in Texas in 1964 in the Nye School of the United Consolidated Independent School District, outside Laredo, and in the San Antonio Independent School District. The United Consolidated Program was begun by the school board and superintendent of the

District in the first grades of Nye School. Half the children were English-speaking and half were Spanish-speaking. In 1965 the program was expanded into the second grades and in 1966 into the third grades. Two other elementary schools in the District began bilingual programs in the first grade in 1966 and planned to move up one grade at a time:

> The teaching, in English and Spanish in all elementary school subjects, is done by bilingual teachers who are native speakers of Spanish and fluent also in English. They move without effort back and forth in Spanish and English, using each language about half of the time. In the fourth grade, where the self-contained classroom changes to the departmental organization, Spanish is continued as a subject one class period a day. . .. An evaluation of learning in mathematics reveals that bilingual learning--for both Anglo and Mexican-American children--gives better results than does learning in English alone. The enthusiasm of school board, administration, and teachers has enabled this program to prosper, to attract numerous visitors, and even to entice families to move into the district (p. 19).

The San Antonio bilingual program, originally begun in 1964 as a reading-readiness program in English for Spanish-speaking children, is one of the oldest and best known. It encouraged the preparation of new materials and new teaching techniques, which were used for thirty minutes in the morning and thirty minutes in the afternoon in two experimental streams of Spanish and English:

> By 1967 the success of the program was sufficiently recognized to permit a somewhat greater emphasis on the use of Spanish, starting in grades one and two, and to designate it as a bilingual program. The teaching in Spanish is all done by native speakers, either the regular classroom teacher or another who

> exchanges with the regular teacher. The subject matter stresses the self-concept and includes language arts, science, and recently social studies. The relatively limited emphasis on the use of Spanish--some eighty minutes a day--suggests that, in contrast with Dade County and United Consolidated, this program is more concerned with transfer than it is with maintenance of Spanish as such. Spanish is used essentially to build the self-concept of children and to facilitate their learning of English as the eventually exclusive medium of learning (Andersson and Boyer, 1970, p. 19).

A list of additional bilingual programs in the United States prepared by Mr. Andersson and Miss Boyer (p. 19) consists almost exclusively of public elementary schools in which the two languages taught are Spanish and English. In 1965, bilingual programs began in Pecos, New Mexico, and in Edingburg, Texas. Similar programs were started in 1966 in the Harlandale Independent School District of San Antonio; in Del Rio, Texas; in Zapata, Texas; in Calexico, California; Marysville, California; and Rough Rock, Arizona (Navajo and English). The following programs were begun in 1967: Las Cruces, New Mexico; Hoboken, New Jersey; Corpus Christi, Texas; Del Valle, Texas; and St. Croix, Virgin Islands. A steady increase in the number of bilingual programs being started can be noted from the Andersson and Boyer monograph (Appendix V, Vol. 1). Under Title VII of the Bilingual Education Act, Arkansas, Colorado, Connecticut, Hawaii, New Hampshire, and other states began bilingual programs in 1969-1970. States such as California and Texas expanded their programs to include other cities and areas.

In the hearings held by the House and Senate in 1967 on bills proposed to amend the Elementary and Secondary Education Act of 1965 in order to assist bilingual education programs, a report was made by the Office of Education describing the existing programs which made assistance available to non-English-speaking children. These programs included Titles I and II of the Elementary and Secondary Education Act, the Adult Education Act, Title V of the Higher Education Act, Title XI of the National Defense Education Act, and the Cuban Refugee Assistance Program. The children participating in these programs include monolingual native speakers of American English, monolingual native speakers of a language other than English, apparent balanced bilingual speakers, and bilingual speakers who show greater proficiency in one language over the other.

In a statement prepared by A. Bruce Gaarder (1967) for hearing before the Special Subcommittee on Bilingual Education of the Committee on Labor and Public Welfare, United States Senate Ninetieth Congress First Session on S. 421, he gave five main reasons which support bilingual education. The first three apply to the child's years in the elementary school:

> 1. Children who enter school with less competence in English than monolingual English-speaking children will probably become retarded in their school work to the extent of their deficiency in English, if English is the sole medium of instruction. On the other hand, the bilingual child's conceptual development and acquisition of other experience and information could proceed at a

normal rate if the mother tongue were used as an alternate medium of instruction. Retardation is not likely if there is only one or very few non-English-speaking children in an entire school. It is almost inevitable if the non-English language is spoken by large groups of children.

2. Non-English-speaking children come from non-English-speaking homes. The use of the child's mother tongue by some of the teachers and as a school language is necessary if there is to be a strong, mutually reinforcing relationship between the home and the school.

3. Language is the most important exteriorization or manifestation of the self, of the human personality. If the school, the all-powerful school, rejects the mother tongue of an entire group of children, it can be expected to affect seriously and adversely those children's concept of their parents, their homes and of themselves.

The other two reasons apply when the bilingual child becomes an adult:

4. If he has not achieved reasonable literacy in his mother tongue--ability to read, write, and speak it accurately--it will be virtually useless to him for any technical or professional work where language matters. Thus, his unique potential career advantage, his bilingualism, will have been destroyed.

5. Our people's native competence in Spanish and French and Czech and all the other languages and the cultural heritage each language transmits are a national resource that we need badly and must conserve by every reasonable means.

THE ROLE OF THE PARENTS AND THE COMMUNITY

Education has long been recognized as a joint endeavor of the school and community, for when the school and community join forces much can be accomplished. The Rough Rock Demonstration

School at Chinlee, Arizona, is a good example of such combined efforts. Their beliefs are based on the precept that parents have an obligation and a right to see that the education of their children is in step with their needs and aspirations. The program, which pivots on parental involvement and community participation, offers Navajo and English content in the curriculum on an equal basis. The curriculum is based on the idea that much of the education of their children can be closely integrated with the Navajo culture. Parents have been hired to teach about the history, language and culture. "From the first day of school at Rough Rock, children have been able to walk into a classroom and find their Navajo ways and language not only accepted, but encouraged" (Hoffman, 1969, p. 141). Present indications are that the success of this program has been attributed to the close cooperation of the community at large along with the parents and teachers. Hoffman states that even though the results appear favorable at this early stage,

> two major points stand in its favor: (1) the Navajo people themselves are closely involved in the education of their own children and (2) at last a Navajo school has totally dedicated itself to experimentation and to documentation of the experimentation for the benefit of the total Navajo community. Present indications are that Rough Rock Demonstration School may be the most hopeful step forward in a century of Navajo education (p. 145).

Similar problems and endeavors for their solution have been encountered by different communities of various ethnic groups. Vázquez (1970, p. 68), reporting on problems facing

Puerto Rican children, states that the schools have failed to deal effectively with their needs. It is up to the community to press for more functional programs. He lists crowded schools, poor physical plants, short time and double sessions, poor reading ability, poor teaching staff and less pupil expenditures as among the most prevalent when comparing the "12 bottom schools" with the "12 top elementary schools" in the Bronx area. College enrollment for the Puerto Rican is very low (Vázquez, 1970, p. 68). This is true of all Spanish speaking populations. Walter F. Mondale (1970), United States Senator from Minnesota, reports that statistics show that "40 percent of Spanish speaking students in California drop out by the eighth grade: 87 percent of Puerto Ricans over 25 years of age in New York City have not completed high school; the average number of school years completed by the Mexican American in the Southwest is 7.1 years." A survey conducted by the United Bronx Parents showed that Negro and Puerto Ricans more often enroll in vocational high schools, but leave before they can graduate and if they stay, receive a general diploma (Vázquez, 1970, p. 58).

Contrasting the cohesive cooperation of community, parents and the school of the Rough Rock Demonstration School, the Puerto Rican community, according to Vázquez, lacks this cohesiveness. Clubs established by Puerto Ricans have remained largely social. Listed as factors that have contributed to this lack of organization are: "dispersal of population,

high mobility, lack of political sophistication, and the stultifying effects of economic demands in an alien environment" (p. 69). Coupled with the feeling of instability because of "commuter" status, the Puerto Rican does not see himself as a stable member of the community so he is not likely to participate in community affairs. According to Vázquez, three factors in the last decade have done much to reverse this trend: "the enactment of antipoverty legislation with its emphasis on community organization and participation, the Negro struggle for Civil Rights, and the political controversy over the decentralization of public schools" (p. 69). As a result the Puerto Rican community has united to implement the recommendations of Puerto Rican groups which met at the Mayor's Conference of 1967, Aspira Conference on Education of 1968, the Puerto Rican Forum's 1968 Conference on Economic Development, and the Kings County Puerto Rican Leadership Conference. Major recommendations by these groups have been:

1. to increase and upgrade Puerto Rican and bilingual educational personnel and administrators;
2. to improve school-community relations;
3. to make the curriculum relevant;
4. to increase Puerto Rican political power and community action;
5. to strengthen adult education;
6. to prepare youth for postsecondary education;
7. to act on the national level (Vázquez, p. 71).

Programs such as those in Dade County, Florida, have evolved through community action and an awareness of the school administration that a new and different kind of curriculum was needed to meet the needs of the great numbers of Cuban children who migrated into this country. This program has been enthusiastically approved by the community. J. Lee Logan, principal of the Coral Way Elementary school in Miami, Florida, states that:

> Bilingual and bicultural schools will provide both an immediate and a long-range solution to some of America's social and economic problems where cultural understanding between ethnic groups is lacking. Realizing this, wise superintendents and school boards with long-range vision will establish more bilingual schools. They will soon realize that learning a second language must not be limited only to the affluent. Moreover, I predict that communities themselves will demand that school boards establish more of these programs (1970).

In the Southwest, parent and community involvement are being included in bilingual programs. An example of this is the Las Cruces Elementary School District in Las Cruces, New Mexico. This bilingual program is designed to increase achievement levels of K-3 pupils, located in two elementary schools funded by Titles II and VII of the Elementary and Secondary Education Act. The project emphasizes the cultural and linguistic heritage of the area, the structure of the Spanish and English languages, bilingual-bucultural interaction, and the establishment of optimal learning climates in school, home and community, according to the report of DeBlassie and Stevens (1969). Program components include parental involvement and

teacher in-service training. As is true of almost all programs, longitudinal evaluation is needed to assess the effectiveness of the program.

In a paper presented by Natalie Picchiotti (1970) at the Third Annual TESOL Convention in Chicago, she described the work being done at Lafayette Center, a bilingual elementary school for Spanish-speaking children in Chicago. The primary concern of the Center has been parent involvement, with home visits to the parents by school community representatives before and after enrollment. The author stresses the importance of total community involvement and a recognition of the community's rights concerning its children's education.

Parent advisory boards have been established in some programs to integrate the culture and language of the community and enhance the self-concept of the child. In describing existing programs, John and Horner (1971) have outlined parent and community roles. The extent of role involvement ranged from parents involved in policy making and as members of advisory boards to the Rough Rock Demonstration school, which includes an all-Navajo seven-member school board that exerts authority on the kinds of programs and policies to be implemented by the school. Parental involvement at Rough Rock ranges from parents eating in the cafeteria to residing in the dormitories for several days.

Recognizing the need of community participation, the government encourages the inclusion of the active role of

parents and community in such programs. Federal grants now require that parent involvement be written into the proposals.

PARENTAL-COMMUNITY ATTITUDES TOWARD BILINGUAL EDUCATION

A study by R. Pallister and J. Wilson (1970, pp. 56-60) reflects how parental aspiration affects their children's education. The purpose of this investigation was to compare the aspirations, attitudes and knowledge of working class parents with those of middle class parents. Middle class parents were ambitious beyond the intellectual capacity of their children. Working class parents were found to be under-ambitious and less interested in having their children go on to higher education. The authors were alarmed at the extent of difference in knowledge of the education system (not the amount of knowledge) between the middle class and working class parents. "If one can assume that an interest in education and ability to guide the child presupposes a knowledge of the education system, the working class child is tremendously disadvantaged" (1970, p. 59). If this is so, the parents whose children are in bilingual education programs may not immediately foresee the advantages of a bilingual program. The authors further point out: "For the very poor, at present, education is a luxury; for the middle class, it is an essential, for it is education which maintains the middle class children in the middle class" (1970, p. 60). Bilingual education has

for years been a luxury available only to the middle class. It has only been since 1967 through Title VII of the Elementary and Secondary Education Act Amendments that participation has been extended to American school children from non-English-speaking homes (Andersson, 1970, p. v.), who for the most part come from lower socioeconomic groups.

A survey conducted by Anne N. Sharrock (1970, pp. 194-201) revealed that parents showed a high degree of interest in certain aspects of their children's education such as their children's inability to talk "coherently and unself-consciously." According to the author, "such difficulties of expression would no doubt reflect very restricted linguistic backgrounds and their parents' similar problems."

Diebold (1968, p. 239) states that "in some cases, cross-generational (parent-child) conflict is as destructive as that exerted by the conventionalized conflict between the monolingual and bilingual communities." Extending this view to bilingual education, parents may be producing not only a restricted linguistic pattern for their children but also an attitude toward another language. The parents' attitudes may be negative to another language because of their difficulty in expressing themselves in that language. Mackey (1970, p. 605) states that "the child's proficiency may be limited in some domains and extensive in others, depending on his pattern of language behavior outside of school. . . ."

The general prestige of the two languages in a bilingual society has a definite effect on the students' attitudes toward

the languages. A study by Lambert and others (1962) of bilingual Franco-American high school students in Maine and Louisiana showed that in Maine, where the prestige of the French community was greater and more stable, the students' attitudes toward French and their achievement were better. Lambert (1969) discussed the Gardner study (1960), which revealed that students with a culturally-favorable disposition to learn French had parents who were sympathetic to the French community. Therefore, it can be concluded that support from parents who understand what the school is attempting to do and why is a vital reinforcement of in-school efforts. The school attempting a bilingual program must consider the attitudes of the parents, know their needs and plan for them, as well as make progress toward influencing family attitudes. Ulibarrí (1970, p. 11) states in this regard that "it is necessary to legitimize the bilingual education program in the eyes of the public, the parents, and the other patrons of the school." John and Horner (1971, p. 187) suggest that a critical aspect of bilingual education is parent participation. Educators, however, fail to implement it although they support this view, and as they state (1971, p. 187):

> When programs are planned in isolation from the community, parents' contributions become merely incidental. Parental participation and community control do not guarantee relief from the shortage of qualified teachers, the lack of curriculum materials, limited funds, or from any other of the problems specific to bilingual education. Such participation and control do, however, provide support for and continuity to the school's efforts.

Valencia (1970, p. 55), in evaluating the Pecos Language Arts Program for the Western States Small School Project, found that parents of children in the experimental and control groups "expressed a highly favorable attitude toward inclusion of learning materials relative to the culture of the Spanish-speaking people." Data also revealed "that parents had not experienced much involvement in school-community activities related to the Spanish language program. However, the findings indicated an interest in becoming involved" (1970, p. 55). This interest, Valencia claims, was more apparent with parents whose children were in the Spanish language program. He concluded that a favorable attitude existed toward Spanish language instruction among children, parents and teachers.

In another study, Valencia reported that the statistical findings of the Grants Bilingual Education Project reflected favorable parental attitudes. In ascertaining parental attitudes of ethnic group differences toward bilingualism and bilingual education, some thirty-six questions were presented to sixteen Mexican-American parents and thirteen American Indian parents. He reported that:

> The response tended to fall quite consistently in the favorable category, with slightly higher means indicated for the experimental groups. While a few variances occurred between the Mexican American and Indian American experimental groups, these were principally of an ethnic nature (1970, p. 43).

One of the most important findings was the "general trend of parental support for bilingual/bicultural education" (1970, p. 43).

In a study done in Scottsbluff, Nebraska, Valencia found that although the experimental and control groups were similar in their responses, both groups indicated positive educational expectations, along with positive attitudes toward the school program, and further that parents in both groups desired greater involvement in the school relating to education of their children. Valencia states: "In essence it appears that the bilingual/bicultural program did not produce a greater effect on the three attitudinal variables among parents of experimental group children as compared to parents of control group children" (1970, p. 24).

VARIABLES THAT ARE FOUND TO AFFECT PARENTAL ATTITUDES

John and Horner (1971, p. 143) suggest that the complexity of bilingual programs as well as the direction that each will take depend a great deal upon the general and specific goals of the program. Is the program geared for producing greater proficiency in English or Spanish, or both? To what degree is the proficiency of either language important to the parents? What languages are used in the home? Is one more fluently used than the other? What is the language of the community? What is the language of the

parents with their children, their friends, their relatives? In an informal or formal setting do the parents use the same language? What is the status of the language in the community? Is it viewed in a negative or positive manner? Does it have utilitarian value on the job, or is its use frowned upon? These are but a few of the questions that must be dealt with. When the child is viewed in a cultural setting the problem poses other questions. Do the parents believe that teaching their native tongue to their children is important to the child's self-concept? What do they value of their culture? Ulibarrí (1970, p. 1) suggests that the minimum considerations for a bilingual program should be "1) social class, 2) relative economic standing of the community and of the groups and, 3) extent of acculturation."

Among other questions that need to be answered, according to Trow (1967, p. 358), are:

> To what extent are different parts of the population dissatisfied with their schools? To what extent are they prepared to support larger appropriations or bond issues? What kinds of expenditures--teachers' salaries, supplementary curricular programs, buildings--do they view with greater or less favor?... What is the nature and degree of interest in public education in different parts of the population, and how does this level of interest affect the readiness to support increased appropriations for education, or to take other kinds of direct action to influence the nature content of public education?

Trow suggests that educators also need to find out if the programs are responding to the sentiments of the tax-paying

public (1967, p. 359). These are but few of the questions that confront educators today. More and more the public is becoming aware of the kinds of programs that exist which have failed to do the job of educating their children. Gaarder (1964) states that "because it is constantly changing, the dynamics of a two-language community--whether a neighborhood, an entire town, or a region--can never be sufficiently studied" (emphasis added).

SUMMARY

A review of the literature indicates that the bilingual programs as well as the writing and research done in this area are very recent. Bilingual education must be a joint endeavor of the school and community as parental attitudes toward bilingual education have a great influence on the child's ability to learn a language. Prestige of the language in the community directly affects the child's achievement and attitudes toward the language.

There is a vast area of information yet to be investigated in a study of bilingual programs. Much of this information concerns the relationship between the school and the parents, and more specifically, parental attitudes toward bilingual education. The needs and linguistic patterns of the communities should be investigated before bilingual programs are started. On-going programs should be evaluated to assure that the objectives are being met.

CHAPTER III

METHOD AND PROCEDURES

This chapter describes the selection of subjects, procedures and analyses employed.

SUBJECTS

The subjects used in this study were Spanish-surnamed and Spanish-speaking parents of students who were enrolled in bilingual programs in Albuquerque, New Mexico. A list of students was obtained from ten schools where bilingual programs are in operation. The schools were divided into groups according to what was thought to be predominantly lower socioeconomic status and predominantly middle socioeconomic status. Each of the families within these divisions was then assigned a number and the random selection was made. Since it was anticipated that the majority of the families would be classified as lower socioeconomic status, the above procedure was deemed necessary. It reduced the bias which would have occurred had large numbers of lower socioeconomic status subjects interviewed and then discarded to equalize the size of the two groups. One hundred and ten pairs of parents were randomly selected, making a total of two hundred and twenty persons. There were fifty-five pairs in the lower

socioeconomic group and fifty-five pairs in the middle group, based on Warner's occupation scale (1949, pp. 140-141). Seventy-five more pairs of parents were randomly selected for an alternate list. Sixty-two were used from this alternate list as some of the original group had moved away, did not wish to be interviewed, or did not have a husband living at home.

INSTRUMENT

A sixty-three item questionnaire measuring parental attitude toward bilingual education was devised by this investigator (Appendix 1). The score results of parental attitude toward bilingual education provided the following three areas for analysis, and were expressed in terms of the mean score:

1. Attitudes toward the bilingual education program.
2. Attitudes toward use of Spanish in the curriculum.
3. Attitudes toward culture. (Appendix 2)

This questionnaire was first submitted to a committee of experts to determine its content validity. The instrument was developed following general Likert procedures (Shaw and Wright, 1967, p.24), and was constructed on a six-point response scale from "Strongly Agree" through "Strongly Disagree." The items measuring a positive statement were rated from the high of 6 through 1, and the negatively stated items were measured 1 through 6. To achieve internal consistency, several items measuring the same attitude were

stated differently (Appendix 3).

Information on demographic variables was obtained from the respondents prior to administration of the interview questionnaire. The demographic variables studied in relation to language use were: socioeconomic status (SES), sex, age, birthplace of parents and grandparents (Appendix 4). The statistical procedure used in the present investigation consisted of the use of the t-test to determine whether a significant difference existed between two groups. The t-test was applied to each statement, as it was believed important to analyze the groups within each item.

PROCEDURE

Eighteen male and female Spanish-surnamed and bilingual individuals were hired to interview the parents. The factor of sex of the interviewer was important; it was practical and necessary to have women interviewed by women and men by men.

All interviewers were trained through group meetings and by administering the questionnaire to each other. A male interviewer along with a female interviewer simultaneously interviewed the parents in order to avoid discussion of the questionnaire between the parents. A letter of explanation was sent to each parent, advising that an interviewer would be contacting them (Appendix 5). Wherever a telephone number was available, the interviewer used this as a means of prior contact with the parents. The male and female interviewer working together arrived

at the prescribed time, and each simultaneously interviewed the parent of the same sex in different parts of the home, in order to assure that no discussion of the items nor of the responses could take place. The interview was made in the home to place the respondent at ease in familiar surroundings.

In a case where only one parent was available, the interviewer administered the questionnaire, but it was later discarded. Only the questionnaires with responses from both parents living in the same domicile were kept as part of the investigation. The responses were divided into two socioeconomic groups based on Warner's socioeconomic scale of occupations (1949, pp. 140-141).

SUMMARY

Two hundred and twenty parents were randomly selected from ten bilingual schools in the metropolitan area of Albuquerque. The parents were divided into two socioeconomic groups: one hundred and ten parents in the lower socioeconomic group and one hundred and ten parents in the middle group. A sixty-three item questionnaire, validated by a committee of experts, was given to the parents within a two-week period by eighteen trained interviewers. Demographic variables of SES, age, mobility, education and sex were made part of the information to be analyzed.

CHAPTER IV

THE ANALYSIS OF THE DATA

The following interpretations are based upon this investigator's analysis of each question and how the results reflect this interpretation. Each of the questions was designed in such a way as to have certain implications toward bilingual education. These implications are reflected in the interpretations following.

In order to extract the maximum information from the questionnaire, t-tests were considered to be the most viable method of analysis to determine differences between groups. These t-tests were presented by individual questions, and a set of analyses included the specified demographic variables which grouped the subjects within each question.

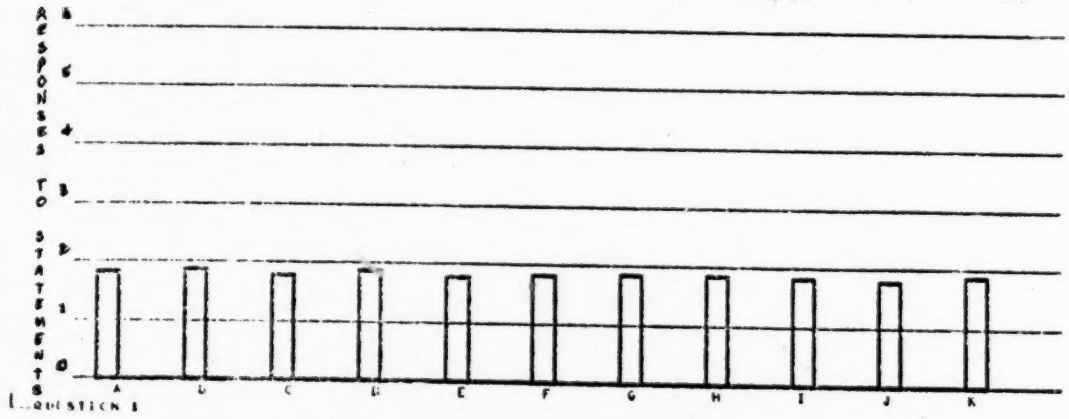
The following graphs are histograms of the responses to questions relating to the demographic variables considered to be of greatest relevance. The vertical axis in all of the histograms refers to the mean numeric value within each of the groups to the question. The absolute value of these responses may be found in a table presented immediately below the histogram. The horizontal axis refers to the individual demographic variable, a description

of which is found sequentially in the table immediately below the histogram. For instance, the mean for the total population for the first statement equals 1.83 out of a possible maximum of 6.00. The mean for the lower SES group is 1.87 and the mean for the middle SES group is 1.78, etc. This sequential pattern continues for all the demographic variables presented and is represented by the letters "A" through "K" on the horizontal axis of the histogram.

The "Less Educated" and "More Educated" sample labels refer to those subjects who are below or above 9.8 years of school, respectively. "Stable Population" and "Transient" sample labels refer to those subjects who lived more than half or less than half their lifetime in the community. When the word "significent" is found below the specific t statistic presented for comparing any two groups, it refers to significance at or below the .05 level of confidence. In order to achieve this level of significance, a t of 1.66 was required in all cases.

Statement 1

THE SPANISH SPEAKING CHILD SHOULD BE TAUGHT ONLY IN SPANISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	1.83	1.87	1.78	1.87	1.78
Standard Deviation:	.76	.82	.69	.58	.91
t Statistic		.88		.88	

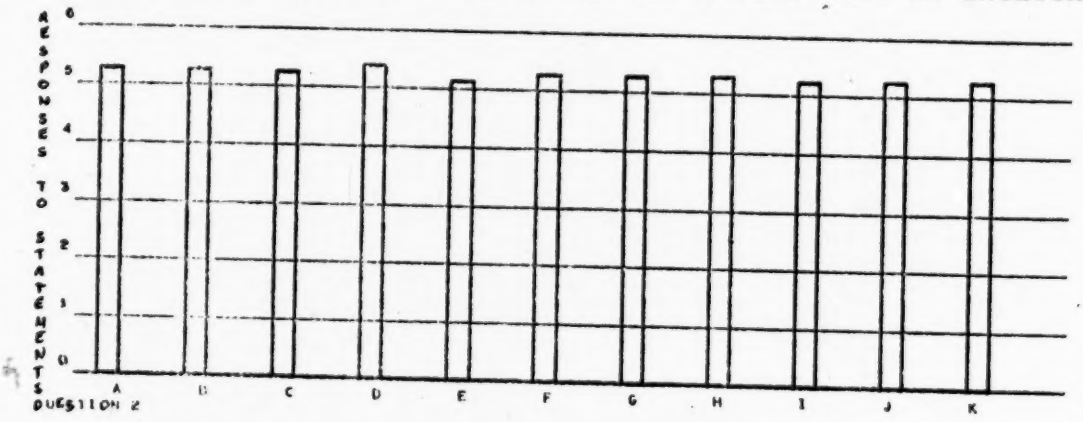
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	1.82	1.84	1.84	1.82
	.85	.65	.75	.78
t Statistic	.18		.18	

	Stable Population Sample	Transient Sample
	1.78	1.87
	.69	.82
t Statistic	.88	

The low mean of 1.83 indicates that respondents were in disagreement with the statement. The standard deviation was small, which also indicates that the group was homogeneous in its disagreement with the statement. A conclusion can be drawn that parents believed that the English language should also be taught. There were no differences in attitude which were affected by the demographic variables.

Statement 2

THE SPANISH SPEAKING CHILD SHOULD BE TAUGHT ONLY IN ENGLISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.26	5.28	5.25	5.38	5.15
Standard Deviation:	.70	.74	.65	.73	.69
t Statistic		.39		2.46 Significant	

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.26	5.26	5.30	5.23
	.78	.60	.55	.82
t Statistic	0.00		.77	

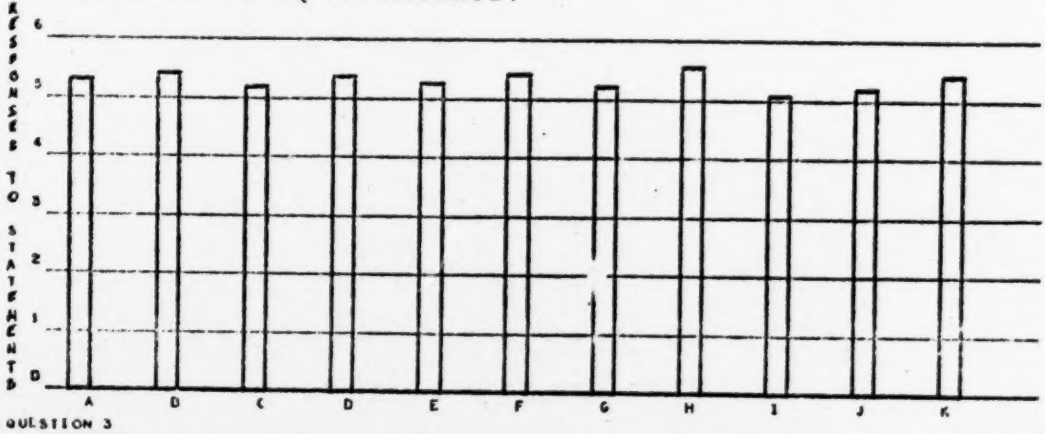
Stable Population Sample	Transient Sample
5.25	5.28
.65	.74

t Statistic .39

This statement with a high mean of 5.26 indicates a disagreement, and it was rated high (6) for "strongly disagree." That subjects are strongly opposed to their children being taught in one language only is a conclusion which can be drawn from their replies to Statements 1 and 2. There was a significant difference between the age groups. The mean for the group under age 35 was 5.38, and the mean for the group over age 35 was 5.15, with the standard deviation of .73 and .69 respectively. The t-test showed a significant difference which indicates that the younger group of subjects responded significantly more positively to the statement than did the older group of subjects. Educational achievement did not change the attitude; neither did mobility nor SES.

Statement 3

THE SPANISH SPEAKING CHILD SHOULD BE TAUGHT IN ENGLISH AND SPANISH IN EQUAL AMOUNTS.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.32	5.44	5.21	5.38	5.26
Standard Deviation:	.92	.80	1.01	.94	.92
t Statistic		1.84 Significant			.94

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.43	5.22	5.55	5.09
	.85	.98	.57	1.12
t Statistic	1.69 Significant		3.85 Significant	

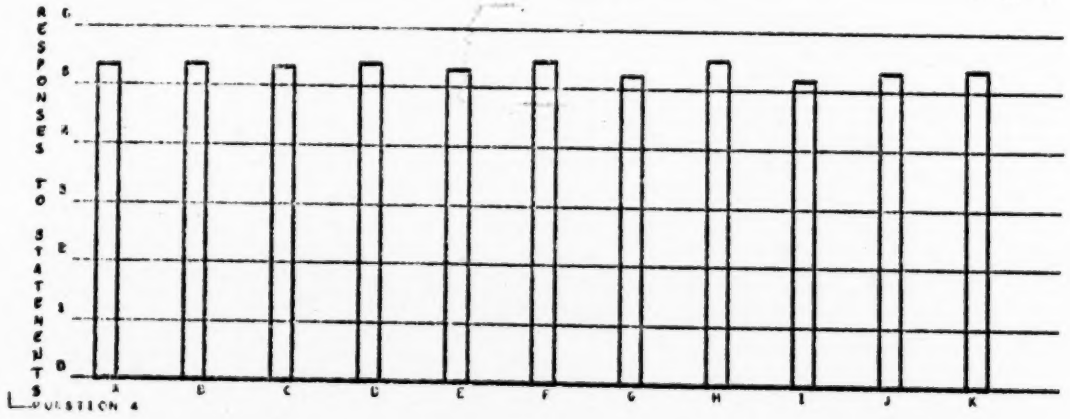
	Stable Population Sample	Transient Sample
	5.21	5.44
	1.01	.80
t Statistic	1.84 Significant	

This statement produced a high mean of 5.32 for the entire group. The lower income group felt more strongly about this statement than the middle income group. The lower income group's mean was 5.44; the middle income group's mean was 5.21. Standard deviation was .80 and 1.01 respectively for the two groups. T-test showed a significant difference between the income groups. There were no differences between age groups. There were, however, differences between sexes, the male subjects being more in favor of the statement than the female subjects.

The male mean was 5.43, as opposed to 5.22 for the females. The standard deviation was .85 and .98 respectively. T-test showed a significant difference. Male subjects, and those in lower income groups, indicated the stronger desire for Spanish and English being taught in equal amounts. From the data, the conclusion can be drawn that these groups favored a Spanish language component of equal time in a bilingual program. Significant differences between groups affected by education and mobility were noted. The transient groups and the less educated groups had a more positive attitude toward this statement.

Statement 4

SPANISH AND ENGLISH SHOULD BE TAUGHT TO SPANISH SPEAKING CHILDREN BEGINNING FROM THE FIRST GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.34	5.36	5.32	5.38	5.30
Standard Deviation:	.90	.95	.84	.88	.93
t Statistic		.37		.67	

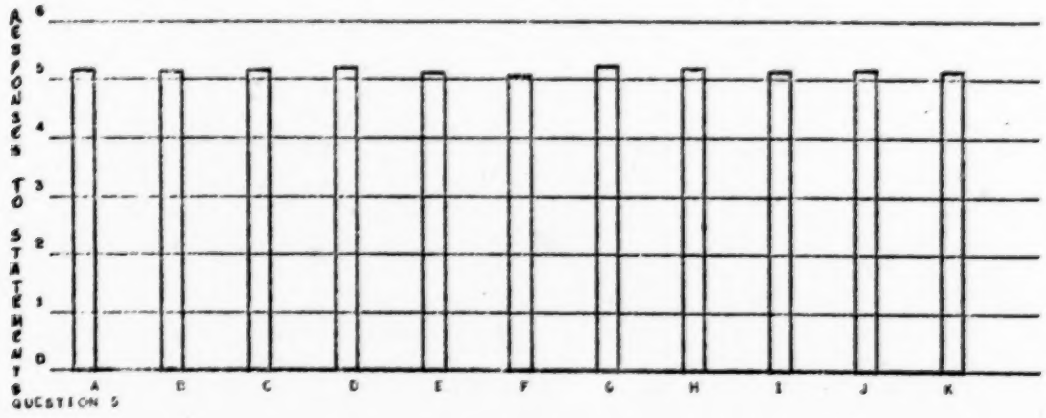
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.45	5.24	5.50	5.18
	.76	1.01	.74	1.01
t Statistic	1.73 Significant		2.66 Significant	

	Stable Population Sample	Transient Sample
	5.32	5.36
	.84	.95
t Statistic	.37	

A high mean of 5.34 for the total population indicated that the subjects strongly favored both languages being introduced in the first grade. There were no significant differences between income groups or age groups, but there was a significant difference between sexes. The male population mean was 5.45 and the female mean was 5.24, a significant difference of 1.73 when the t-test was applied. This indicated that male respondents were more strongly in favor of both languages being taught early in the curriculum than were the females. Level of education produced a significant difference between the groups, with the less educated subjects more positive in their responses than the more educated subjects. Mobility had no effect on attitudes concerning this statement.

Statement 5

SPANISH ONLY SHOULD BE TAUGHT TO SPANISH SPEAKING CHILDREN BEGINNING FROM THE FIRST GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.15	5.15	5.16	5.20	5.11
Standard Deviation:	.74	.81	.67	.74	.75
t Statistic		.18		.90	

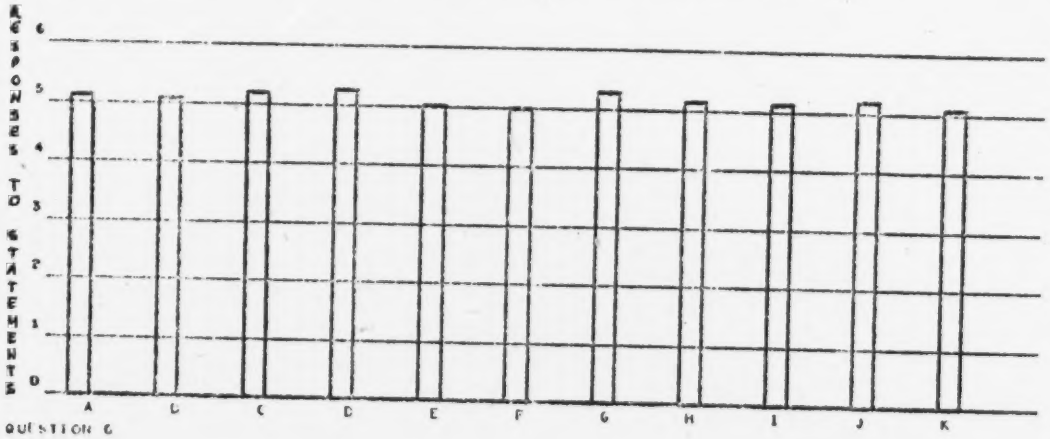
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.08	5.23	5.17	5.14
	.81	.66	.69	.79
t Statistic	1.46		.36	

	Stable Population Sample	Transient Sample
	5.16	5.15
	.67	.81
t Statistic	.18	

The high mean of 5.15 for the total population of this statement indicated that the population strongly disagreed. This statement, when compared with statement 1, indicated that the respondents were consistent in their attitudes. There were no significant differences among groups affected by any of the demographic variables.

Statement 6

ENGLISH ONLY SHOULD BE TAUGHT TO SPANISH AND ENGLISH-SPEAKING CHILDREN BEGINNING FROM THE FIRST GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.15	5.09	5.20	5.27	5.02
Standard Deviation:	1.02	1.20	.80	.91	1.13
t Statistic		.79		1.83 Significant	

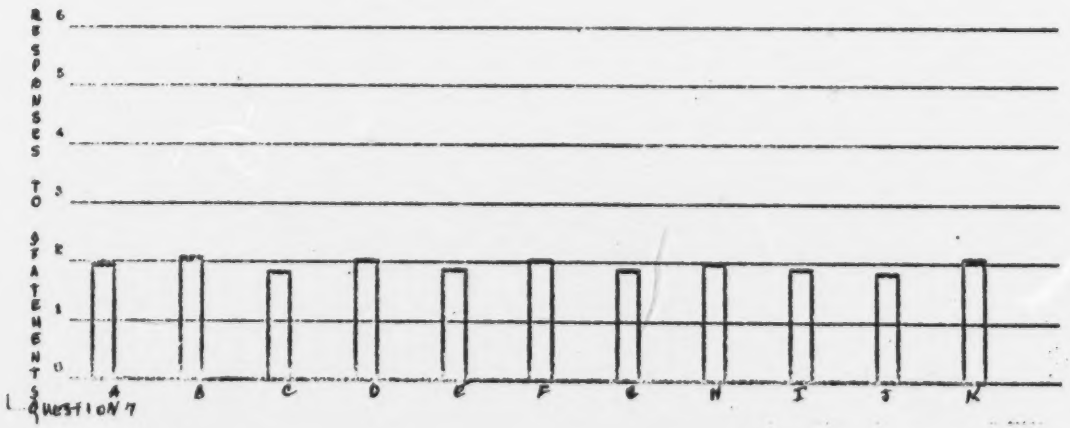
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.01	5.28	5.15	5.14
	1.12	.88	1.10	.93
t Statistic	2.00 Significant		.13	

	Stable Population Sample	Transient Sample
	5.20	5.09
	.80	1.20
t Statistic	.79	

This statement has a relatively high mean of 5.15. The conclusion can be drawn from the data that the groups had a positive attitude toward bilingual education. There were significant differences between the age groups and sex groups, with the younger subjects and the females responding more positively to the statement. Responses were not affected by any of the other demographic variables.

Statement 7

THE ENGLISH SPEAKING CHILD SHOULD BE TAUGHT ONLY IN SPANISH IN THE FIRST GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	1.95	2.07	1.82	2.02	1.87
Standard Deviation:	.98	1.16	.75	.87	1.09
t Statistic		1.92 Significant		1.09	

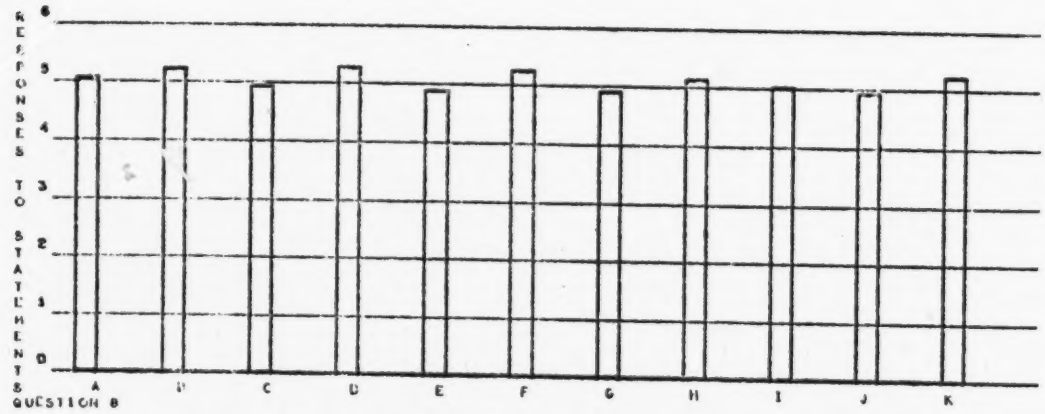
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	2.02	1.87	1.99	1.90
	1.10	.85	1.03	.93
t Statistic	1.09		.68	

	Stable Population Sample	Transient Sample
	1.82	2.07
	.75	1.16
t Statistic	1.92 Significant	

The low mean of 1.95 indicated that the total population strongly disagreed with this statement. There were significant differences of 1.92 between income groups when t-test was applied. No major differences were noted between groups of varying education. A mean score of 2.07 for the transient sample showed a more negative attitude toward this question. Age and sex of the population did not affect attitude.

Statement 8

THE ENGLISH SPEAKING CHILD SHOULD BE TAUGHT ENGLISH AND SPANISH IN EQUAL AMOUNTS IN THE FIRST GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.08	5.23	4.94	5.26	4.90
Standard Deviation:	1.19	1.00	1.34	.99	1.37
t Statistic		1.82 Significant		2.24 Significant	

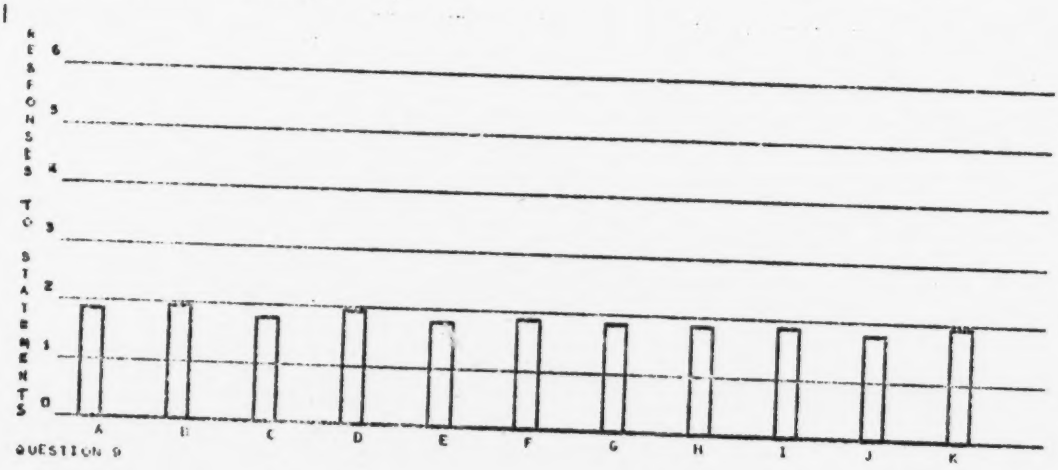
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.25	4.92	5.15	5.02
	1.03	1.32	1.17	1.21
t Statistic	2.05 Significant		.79	

	Stable Population Sample	Transient Sample
	4.94	5.23
	1.34	1.00
t Statistic	1.82 Significant	

The total population had a high mean of 5.08. Males and the under age 35 groups agreed more strongly that the English speaking child should be in a bilingual program. There was a significant difference in the group affected by mobility. The transient sample felt more strongly about this statement, as did the lower income group. Amount of education did not affect this attitude significantly.

Statement 9

SPANISH ONLY SHOULD HAVE BEEN TAUGHT WHEN YOU WERE IN ELEMENTARY SCHOOL



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	1.87	1.95	1.78	1.95	1.79
Standard Deviation:	.82	.90	.72	.74	.89
t Statistic		1.57		1.39	

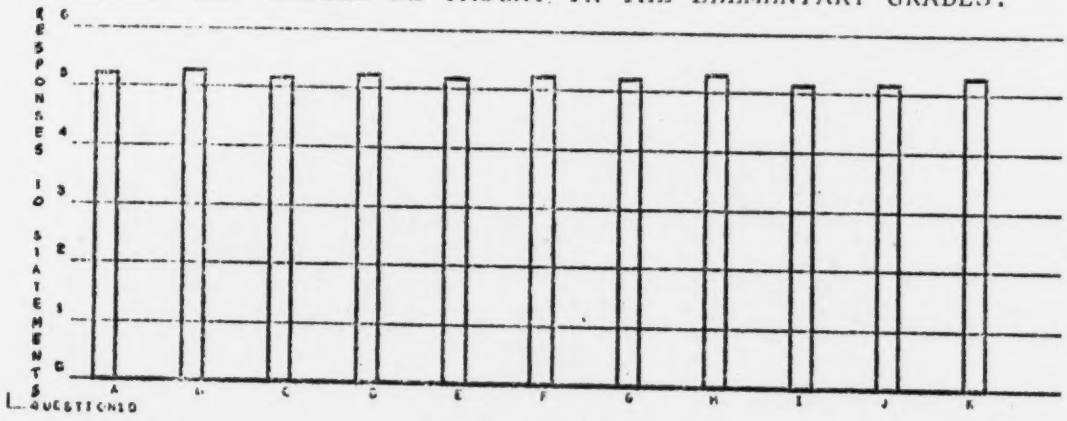
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
Mean:	1.87	1.86	1.86	1.87
Standard Deviation:	.82	.81	.92	.70
t Statistic	.08		.08	

Stable Population Sample	Transient Sample
1.78	1.95
.72	.90
t Statistic	1.57

A low mean of 1.87 indicates strong disagreement with this statement. It indicates that the population did not want Spanish only. It is also indicative that their responses are remaining consistent in that they also value English in any curriculum. None of the demographic variables produced a significant difference among the groups, which indicates that all subjects did not want Spanish only in the curriculum.

Statement 10

ENGLISH ONLY SHOULD BE TAUGHT IN THE ELEMENTARY GRADES.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.21	5.26	5.15	5.24	5.18
Standard Deviation:	.87	.85	.89	.92	.82
t Statistic		.93		.46	

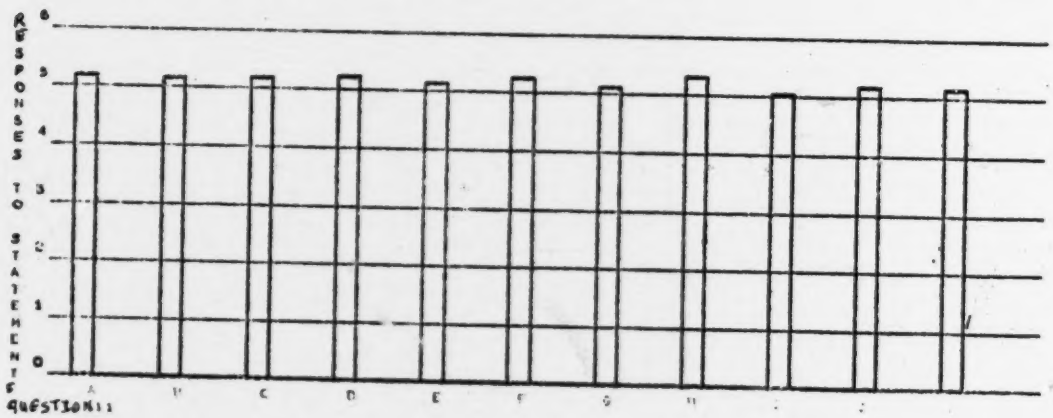
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.22	5.20	5.29	5.13
	.96	.77	.74	.97
t Statistic	.15		1.40	

	Stable Population Sample	Transient Sample
	5.15	5.26
	.89	.85
t Statistic	.93	

A high mean of 5.21 for this statement indicated that the total population strongly disagreed with this statement. Again, comparing it with the previous statement, this indicated that the population was not satisfied that only one language should be taught in the schools. Demographic variables did not affect attitudes of the subjects.

Statement 11

SPANISH AND ENGLISH SHOULD BE TAUGHT TO ENGLISH SPEAKING CHILDREN BEGINNING FROM THE FIRST GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.18	5.16	5.19	5.23	5.13
Standard Deviation:	1.03	1.04	1.02	1.05	1.02
t Statistic		.20		.71	

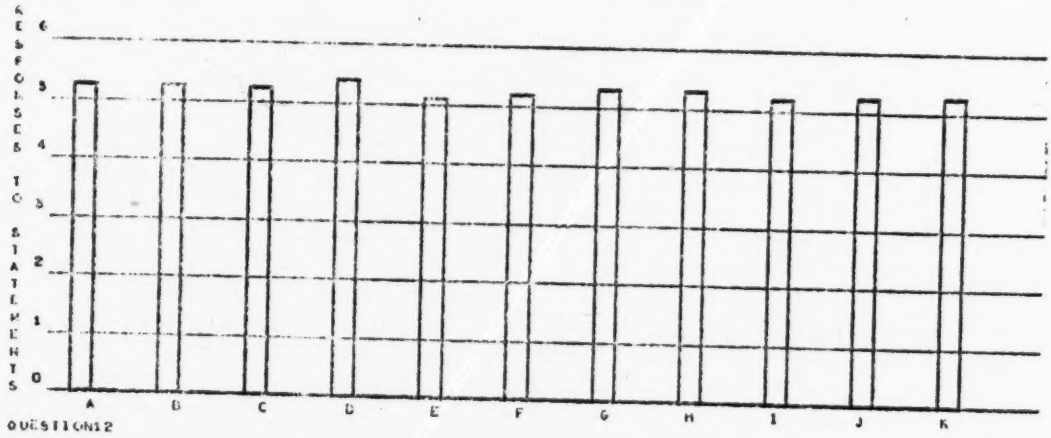
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.25	5.11	5.31	5.05
	1.05	1.00	.84	1.18
t Statistic	.98		1.90 Significant	

	Stable Population Sample	Transient Sample
	5.19	5.16
	1.02	1.04
t Statistic	.20	

A high mean of 5.18 for the total population for this statement indicated a strong agreement with the statement. When comparing it to statement 8 it indicated that the subjects were consistent in their attitude that the English-speaking child should be taught both languages from the very beginning of their schooling. Amount of education affected the group attitudes, with the less educated responding more positively than the more educated. None of the other variables produced a significant difference.

Statement 12

SPANISH SHOULD NOT BE TAUGHT IN THE ELEMENTARY GRADES AS CHILDREN WILL LEARN TO SPEAK WITH AN ACCENT.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.26	5.26	5.25	5.40	5.12
Standard Deviation:	.71	.68	.74	.69	.77
t Statistic		.09		2.86 Significant	

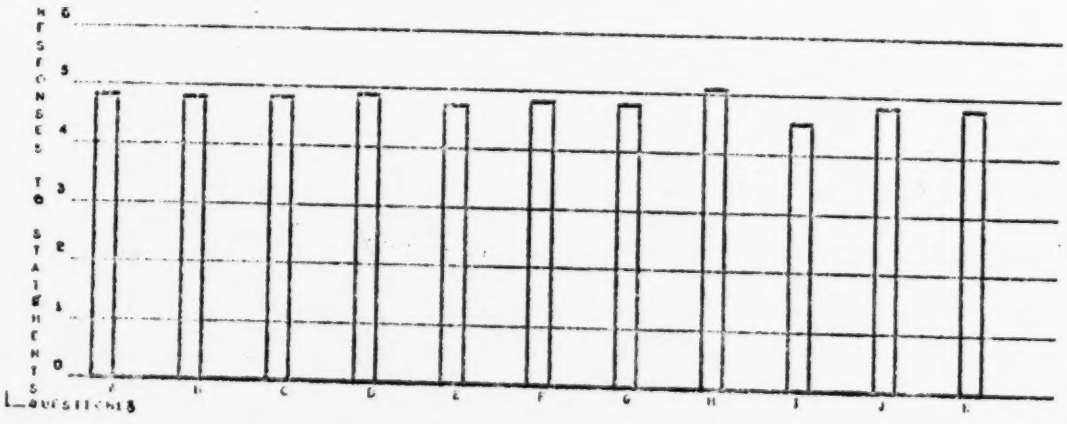
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.20	5.32	5.31	5.21
	.68	.74	.58	.82
t Statistic	1.23		1.04	

	Stable Population Sample	Transient Sample
	5.25	5.26
	.74	.68
t Statistic	.09	

A high score of 5.26 indicated the majority of the responses were in strong disagreement with this statement. There was a significant difference as indicated by t-test between age groups. The group under 35 reacted more strongly against the statement. Education, mobility, sex and SES were not significant factors.

Statement 13

THE ENGLISH SPEAKING CHILD SHOULD BE TAUGHT TO SPEAK SPANISH FLUENTLY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.81	4.80	4.83	4.90	4.73
Standard Deviation:	1.19	1.21	1.16	1.08	1.30
t Statistic		.17			1.07

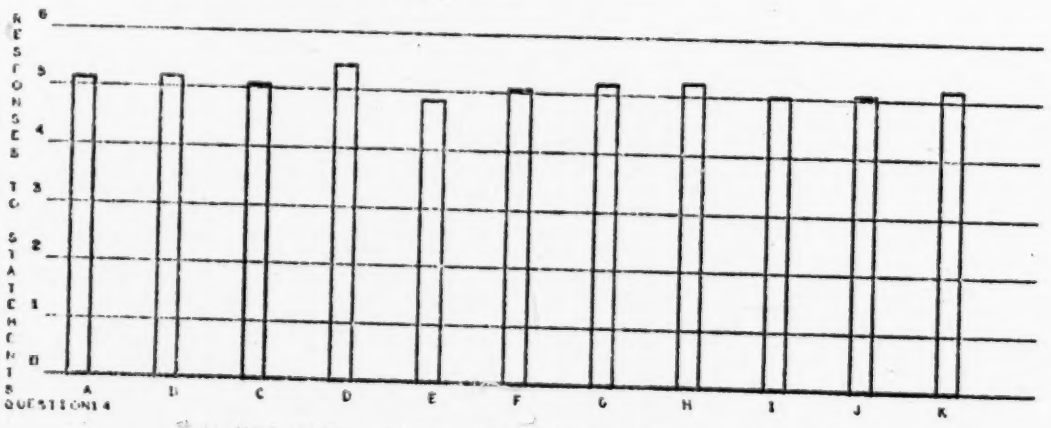
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.83	4.80	5.09	4.54
	1.26	1.11	1.01	1.28
t Statistic	.17		3.55 Significant	

	Stable Population Sample	Transient Sample
	4.83	4.80
	1.16	1.21
t Statistic	.17	

The mean of 4.81 indicated that the subjects were in favor of the statement. This indicated that they believed an equal opportunity to learn another language should be provided for all children. There was also a significant difference between groups affected by education, with the less educated scoring higher than the more educated subjects. Other demographic variables did not provide significant differences.

Statement 14

THE TEACHING OF SPANISH TO SPANISH SPEAKING CHILDREN WILL MAKE THEM FEEL DIFFERENT FROM THE REST OF THE CHILDREN OF THE SAME AGE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.13	5.17	5.08	5.42	4.84
Standard Deviation:	1.04	1.00	1.07	.78	1.24
t Statistic		.65		4.15 Significant	

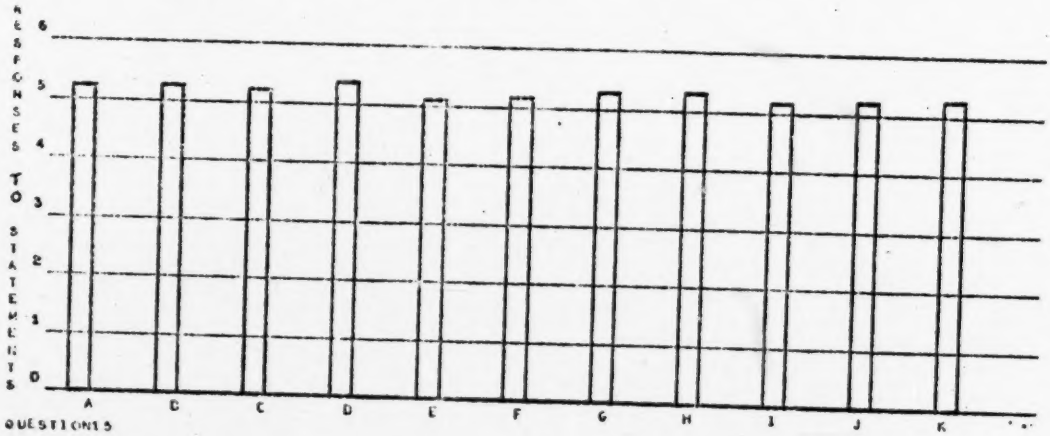
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.08	5.17	5.22	5.04
	1.11	.95	.98	1.09
t Statistic	.65		1.30	

	Stable Population Sample	Transient Sample
	5.08	5.17
	1.07	1.00
t Statistic	.65	

The high mean of 5.13 for the total population indicated that the subjects strongly disagreed with this statement. There was a significant difference between age groups. Those subjects under 35 had a more negative attitude than those over 35. Amount of education, mobility and SES did not affect the groups' responses.

Statement 15

SCHOOL SHOULD NOT BE CONDUCTED IN SPANISH AFTER THE THIRD GRADE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.24	5.26	5.22	5.37	5.11
Standard Deviation:	.96	.92	.99	.91	1.03
t Statistic		.35		2.01 Significant	

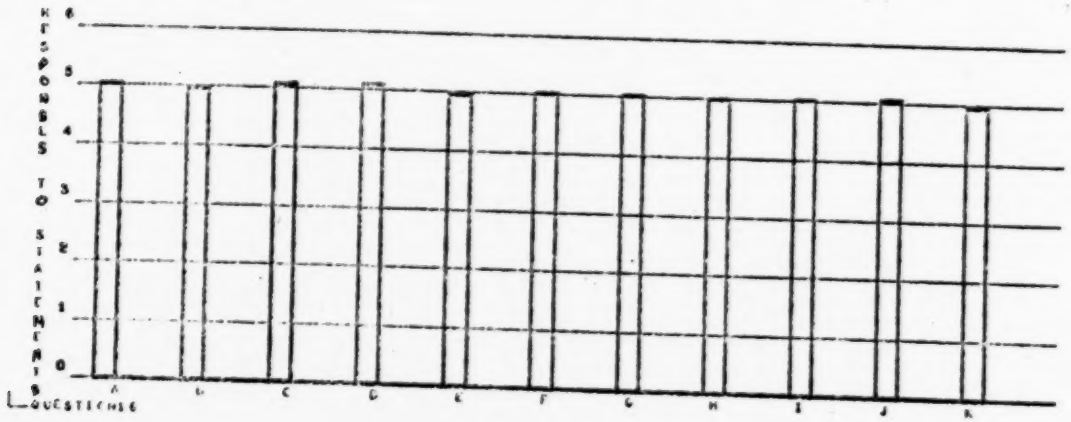
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.18	5.30	5.31	5.17
	1.09	.80	.86	1.04
t Statistic	.91		1.05	

	Stable Population Sample	Transient Sample
	5.22	5.26
	.99	.92
t Statistic	.35	

A high mean of 5.24 for the total population along with the significant difference between the age groups indicated that all the subjects responded negatively to this question, especially those subjects under 35 years of age. There was a significant difference of 2.01 when t-test was applied. This would indicate that the group was of the opinion that Spanish should be offered after the third grade, as it values the language component of any bilingual program. SES, mobility, education and sex did not affect the attitudes of the population.

Statement 16

THE TEACHING OF SPANISH TO THE SPANISH SPEAKING CHILD INTERFERES IN COMMUNICATING WITH THOSE WHO DO NOT SPEAK SPANISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.02	4.96	5.08	5.09	4.95
Standard Deviation:	1.05	1.12	.96	1.07	1.03
t Statistic		.84		.96	

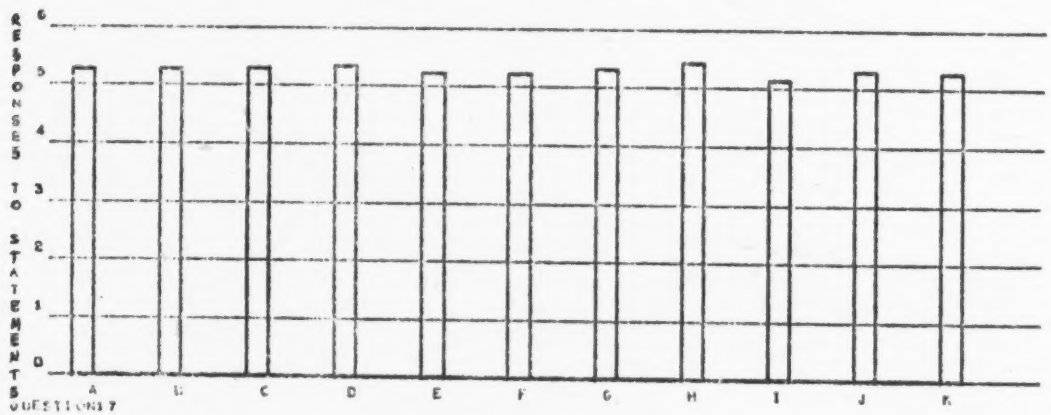
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.03	5.02	5.01	5.04
	1.08	1.01	1.17	.90
t Statistic	.06		.19	

	Stable Population Sample	Transient Sample
	5.08	4.96
	.96	1.12
t Statistic	.84	

This statement produced a 5.02 response for the total population which indicated the subjects were not in agreement with the statement. Demographic variables did not produce significant differences.

Statement 17

THE TEACHING OF SPANISH TO THE SPANISH SPEAKING CHILD AIDS IN HIS COMMUNICATING WITH OTHERS.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.28	5.26	5.30	5.34	5.23
Standard Deviation:	.91	.93	.88	.96	.86
t Statistic		.30		.88	

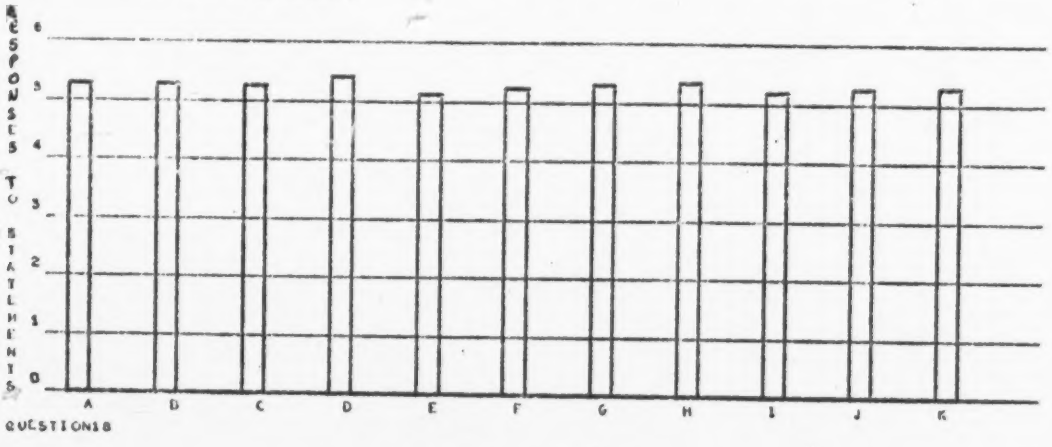
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.24	5.33	5.43	5.14
	1.00	.80	.77	1.00
t Statistic	.74		2.40 Significant	

	Stable Population Sample	Transient Sample
	5.30	5.26
	.88	.93
t Statistic	.30	

Agreement with this statement produced a 5.28 mean for the total population. The group was fairly uniform in the attitude with the exception of those in the less education sample being more positive than those with more education. The rest of the demographic variables did not produce a significant difference.

Statement 18

THE TEACHING OF SPANISH TO THE SPANISH SPEAKING CHILD HELPS HIM RELATE IDEAS AND EXPERIENCES OF THE HOME WITH THOSE IN THE SCHOOL.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.28	5.30	5.26	5.42	5.15
Standard Deviation:	.83	.84	.83	.77	.92
t Statistic		.32		2.38 Significant	

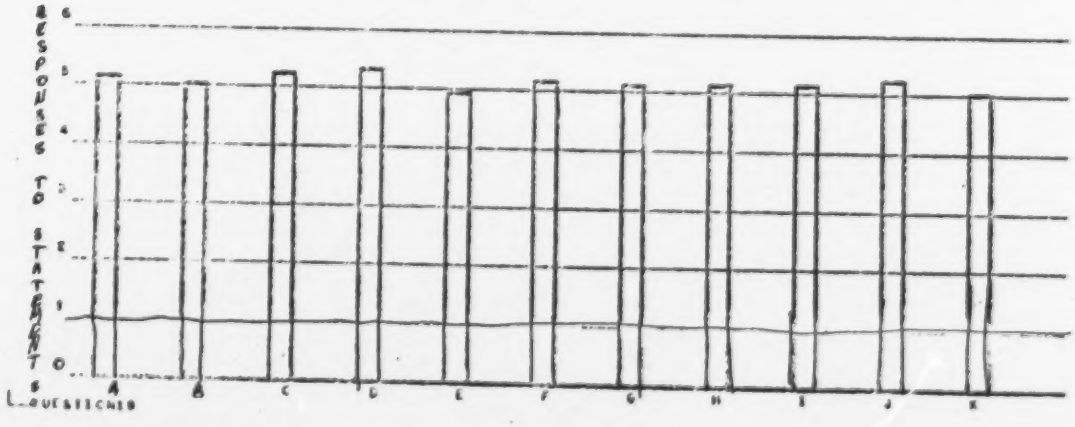
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.25	5.31	5.36	5.20
	.90	.76	.75	.90
t Statistic	.48		1.46	

	Stable Population Sample	Transient Sample
	5.26	5.30
	.83	.84
t Statistic	.32	

A high mean of 5.28 for the total population indicated that the subjects strongly agreed with this statement. A significant difference was produced between age groups. A mean of 5.42 for the under 35 group and a mean of 5.15 for the over 35 age group resulted in a significant difference of 2.38 between these groups. This suggests that parents consider the experiences of the school and home closely related and of importance. Other demographic variables did not affect attitudes.

Statement 19

THE TEACHING OF SPANISH TO THE SPANISH SPEAKING CHILD INTERFERES WITH THE ADJUSTMENT IN THE SCHOOL SETTING.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.13	5.03	5.24	5.32	4.95
Standard Deviation:	.96	1.07	.82	.86	1.07
t Statistic		1.62		2.84 Significant	

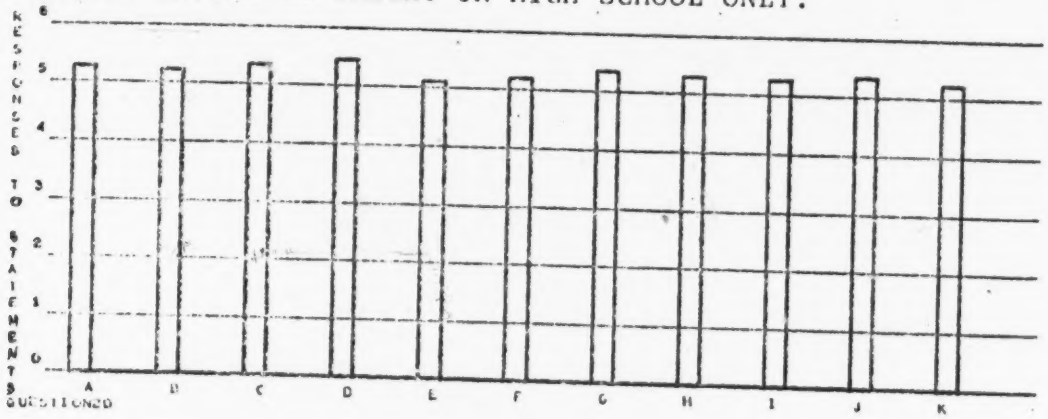
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.15	5.11	5.13	5.14
	1.01	.91	1.07	.84
t Statistic	.35		.07	

	Stable Population Sample	Transient Sample
	5.24	5.03
	.82	1.07
t Statistic	1.62	

A high mean of 5.13 reflects a strong disagreement with this statement. Therefore, it may be suggestive that the subjects did not consider the teaching of Spanish to the Spanish-speaking child as interfering with adjustment in the school setting. Even though this situation exists with the groups as mentioned above, the under 35 age group did respond significantly more positively to the statement than did the over 35 age group. None of the other variables were significant.

Statement 20

SPANISH SHOULD BE TAUGHT IN HIGH SCHOOL ONLY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.28	5.22	5.35	5.45	5.11
Standard Deviation:	.86	.94	.77	.75	.97
t Statistic		1.10		2.93 Significant	

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.20	5.36	5.29	5.27
	.97	.72	.81	.90
t Statistic	1.41		.16	

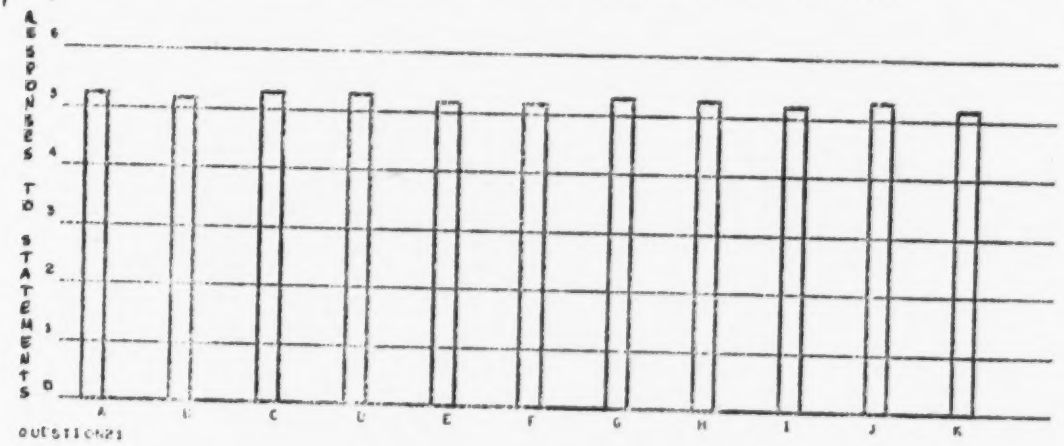
	Stable Population Sample	Transient Sample
	5.35	5.22
	.77	.94
t Statistic	1.10	

This statement yields a high mean of 5.28, which indicated that the total population is not in agreement

with this statement. There is a significant difference between age groups, those under 35 feeling more strongly against this statement than those over 35. This would indicate that the group believed that Spanish should be continued throughout, from kindergarten through 12 grades. None of the remaining demographic variables affected attitude.

Statement 21

SPANISH SHOULD BE USED ONLY AS A BRIDGE TO ENGLISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.24	5.17	5.30	5.29	5.18
Standard Deviation:	.96	1.09	.80	1.03	.89
t Statistic		.98		.84	

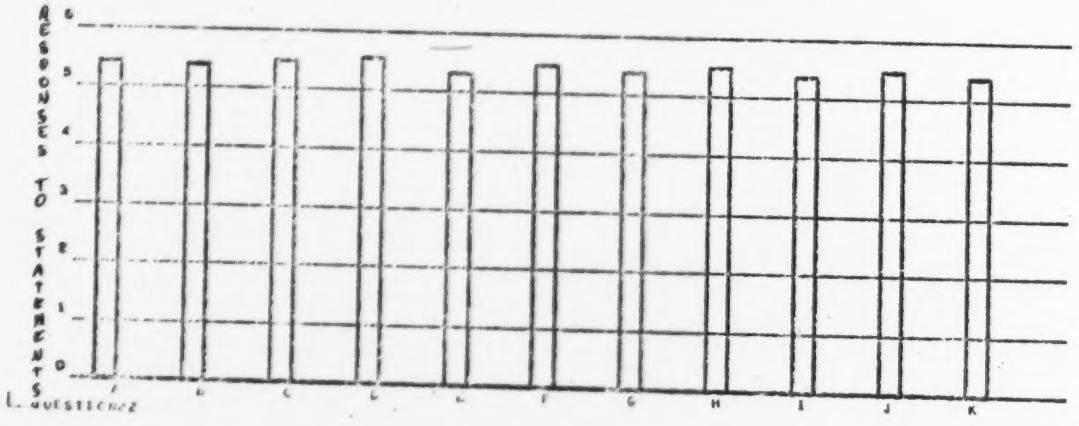
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.17	5.30	5.26	5.21
	.97	.94	1.02	.90
t Statistic	.98		.42	

	Stable Population Sample	Transient Sample
	5.30	5.17
	.80	1.09
t Statistic	.98	

This statement does not indicate that there were significant differences of opinion among the subjects. The high mean of 5.24 does indicate, however, that they were opposed to this statement. As reflected in the previous responses, the teaching of Spanish is strongly urged throughout the school curriculum. Demographic variables did not affect attitudes.

Statement 22

TEACHERS SHOULD NOT ALLOW CHILDREN TO SPEAK SPANISH IN THE SCHOOL.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.43	5.39	5.46	5.55	5.31
Standard Deviation:	.82	.84	.79	.81	.86
t Statistic		.66		2.10 Significant	

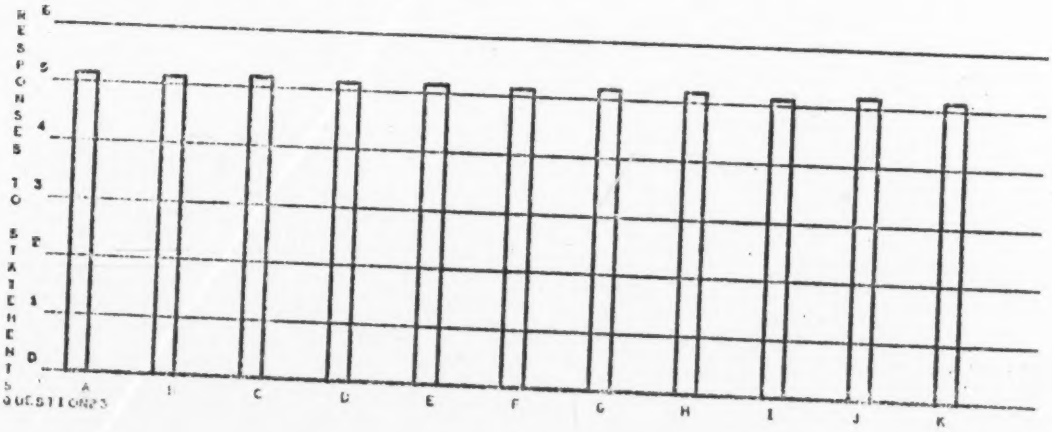
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.47	5.38	5.50	5.35
	.86	.77	.74	.89
t Statistic	.82		1.32	

	Stable Population Sample	Transient Sample
	5.46	5.39
	.79	.84
t Statistic	.66	

A high mean of 5.43 for the total population indicated that subjects were strongly opposed to this statement. This statement produced a significant difference between age groups. Those under 35 had a high mean of 5.55, and those over 35, a mean of 5.31. T-test reflected a significant difference of 2.10, showing rejection of this statement. Other demographic variables did not affect attitudes.

Statement 23

ENGLISH SPEAKING CHILDREN SHOULD LEARN SPANISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.15	5.13	5.17	5.15	5.15
Standard Deviation:	.98	1.02	.94	1.08	.87
t Statistic		.34		.07	

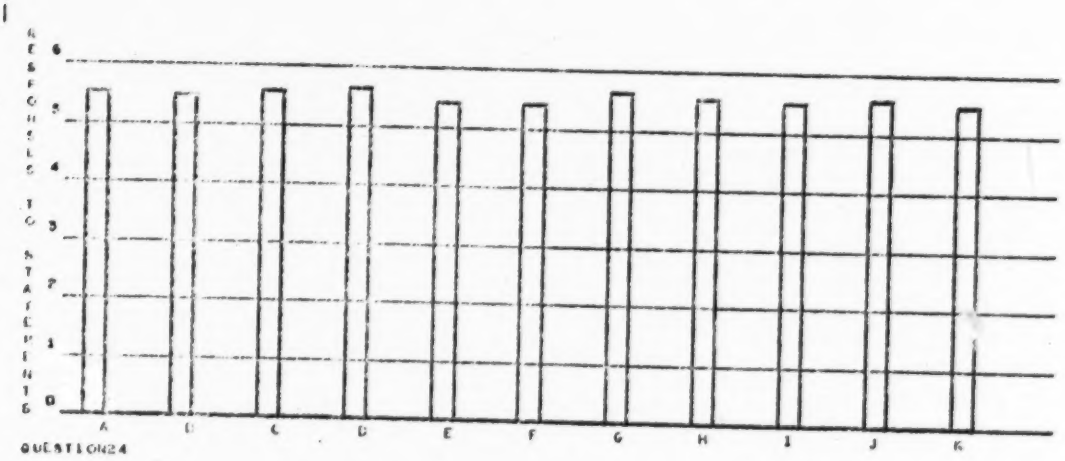
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.13	5.17	5.18	5.12
	1.09	.86	1.03	.93
t Statistic	.34		.48	

	Stable Population Sample	Transient Sample
	5.17	5.13
	.94	1.02
t Statistic	.34	

The total population, based on the mean of 5.15, believed that English-speaking children should learn Spanish, which indicated that the attitudes of this group were consistent. Statements 8, 11 and 13 previously analyzed affirm this attitude. No significant differences were found among any of the groups.

Statement 24

THE SPANISH LANGUAGE HAS NO VALUE IN THIS COUNTRY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.54	5.49	5.58	5.65	5.43
Standard Deviation:	.89	.87	.91	.95	.86
t Statistic		.75		1.78 Significant	

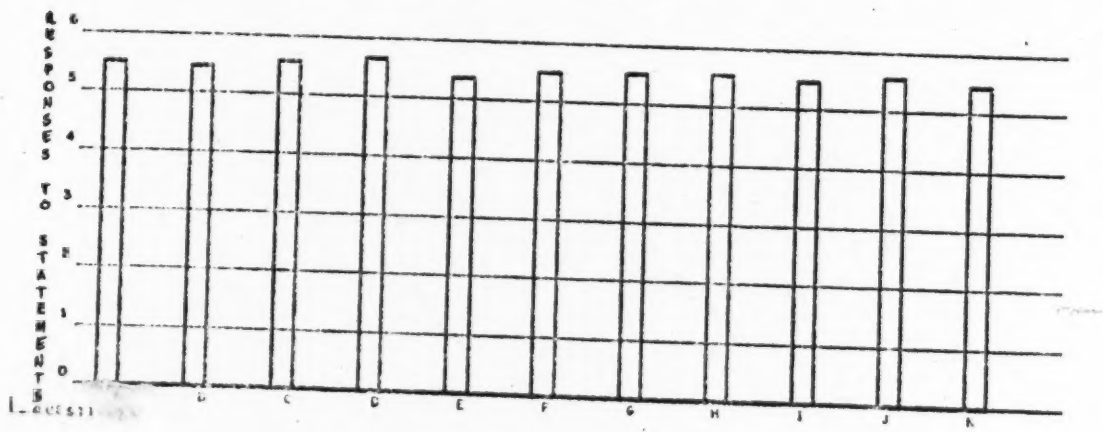
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.42	5.65	5.55	5.52
	1.06	.67	.80	.97
t Statistic	1.98 Significant		.30	

	Stable Population Sample	Transient Sample
	5.58	5.49
	.91	.87
t Statistic	.75	

The high mean of 5.54 indicated a strong reaction to this statement. Two significant differences were noted. The female subjects and those under 35 years of age strongly disagreed with this statement. The remaining demographic variables did not affect attitudes.

Statement 25

ALL SPANISH SPEAKING PARENTS SHOULD ENCOURAGE THE TEACHING OF ENGLISH AND SPANISH IN THE SCHOOLS.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.50	5.45	5.56	5.65	5.35
Standard Deviation:	.77	.85	.68	.78	.79
t Statistic		1.13		2.82 Significant	

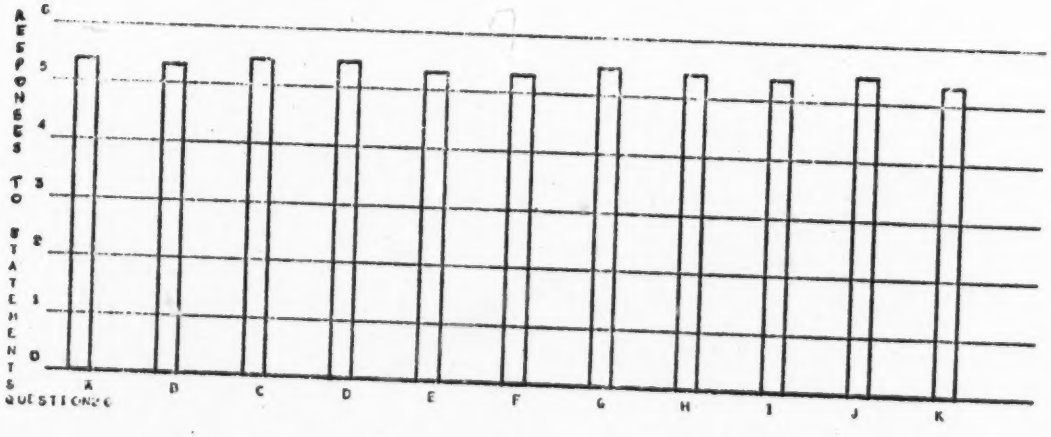
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.49	5.52	5.54	5.47
	.75	.79	.66	.87
t Statistic	.26		.61	

Stable Population Sample		Transient Sample
5.56		5.45
.68		.85
t Statistic	1.13	

A high mean of 5.50 along with a small spread of the standard deviation indicated that the groups were fairly homogeneous in their attitudes. There was a significant difference between age groups, those under 35 feeling more strongly in favor than those over 35 years of age. A more positive self-concept toward the culture and language is indicated. Attitudes were not affected by other demographic variables.

Statement 26

ALL SPANISH SPEAKING PARENTS SHOULD ENCOURAGE SCHOOLS TO TEACH ONLY IN ENGLISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.39	5.33	5.45	5.45	5.33
Standard Deviation:	.78	.83	.72	.90	.67
t Statistic		1.12		1.10	

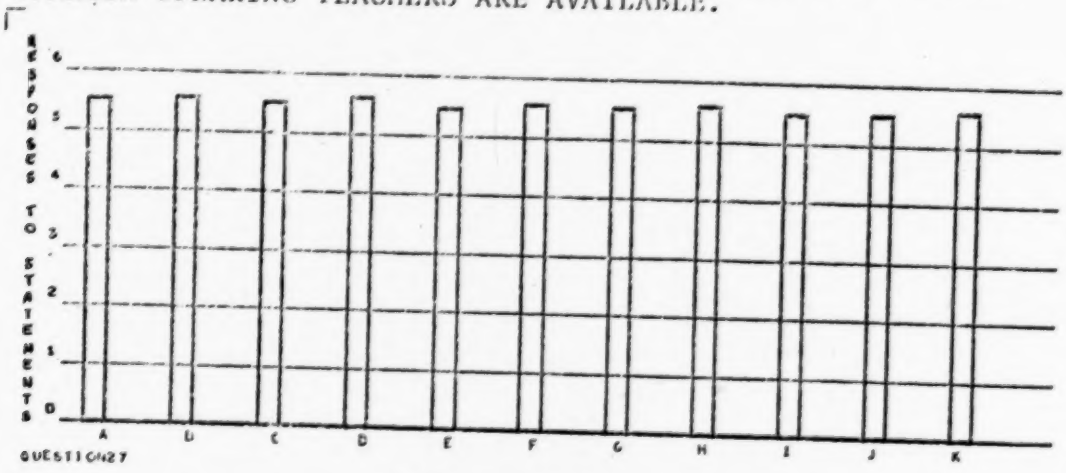
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.31	5.46	5.41	5.36
	.96	.53	.78	.78
t Statistic	1.47		.43	

	Stable Population Sample	Transient Sample
	5.45	5.33
	.72	.83
t Statistic	1.12	

A strong disagreement with this statement produced a high mean of 5.39 for the total population. This suggests that the parents feel a need for Spanish in the curriculum. It would also indicate a desire to preserve their language. There were no significant differences between the rest of the groups.

Statement 27

THE STATE DEPARTMENT OF EDUCATION SHOULD SEE THAT ENOUGH SPANISH SPEAKING TEACHERS ARE AVAILABLE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.55	5.58	5.52	5.63	5.47
Standard Deviation:	.66	.51	.77	.78	.54
t Statistic		.72		1.71 Significant	

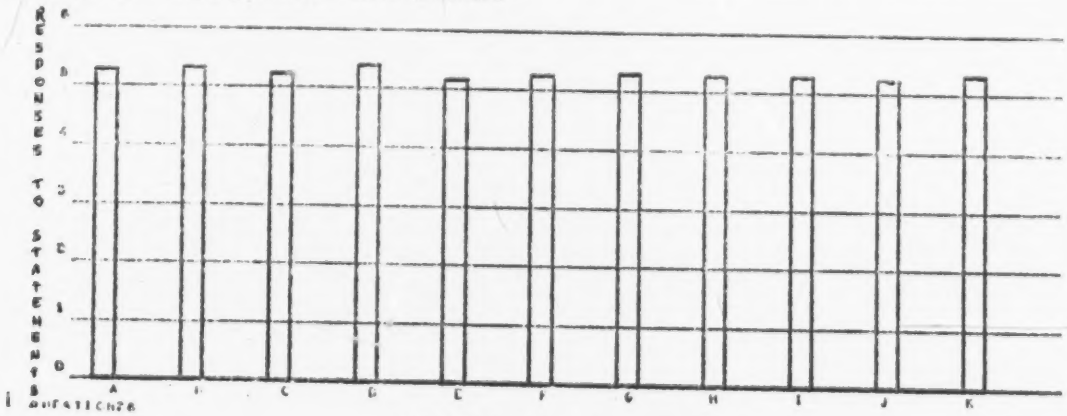
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.56	5.54	5.61	5.49
	.68	.63	.51	.77
t Statistics	.31		1.34	

	Stable Population Sample	Transient Sample
	5.52	5.58
	.77	.51
t Statistic	.72	

Again a high mean of 5.55 indicates that the responses were strongly in favor of this statement. A low spread of the standard deviation indicated homogeneity of the groups in their attitudes. Those under age 35 were stronger in their attitude than those over 35. This data indicated that parents were desirous of teachers being prepared to teach Spanish-speaking children. No significant differences were produced by remaining demographic variables.

Statement 28

IT IS UP TO THE UNIVERSITIES TO OFFER COURSES THAT FIT THE NEEDS OF BILINGUAL CHILDREN.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.28	5.33	5.23	5.39	5.16
Standard Deviation:	.81	.71	.89	.81	.84
t Statistic		.91		2.04 Significant	

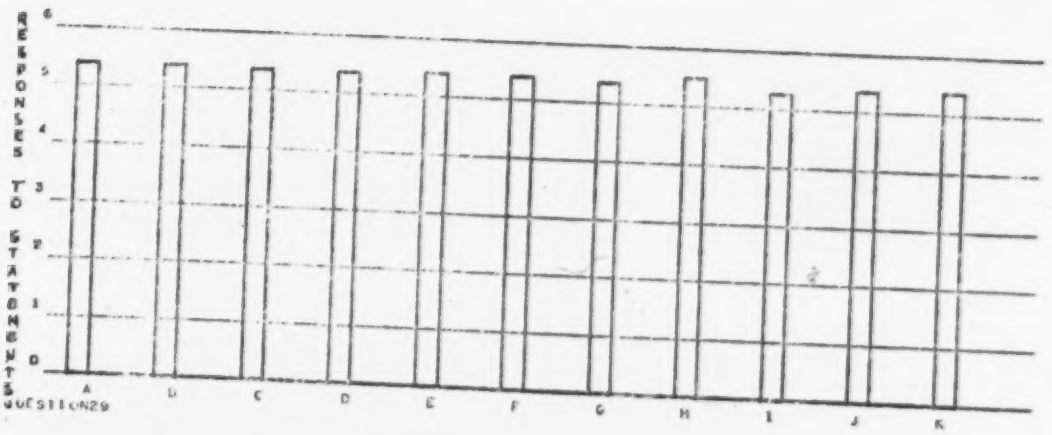
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.25	5.30	5.28	5.27
	.80	.82	.75	.86
t Statistic	.41		.08	

	Stable Population Sample	Transient Sample
	5.23	5.33
	.89	.71
t Statistic	.91	

A high score of 5.28 for the total population with a small spread of the standard deviation indicated that the group strongly agreed with this statement. There was a significant difference in terms of age, with those under 35 more strongly in favor of the statement than those over 35 years of age. Again reflecting a similar attitude consistent with previous statements, this response indicated parents were becoming aware of the needs of their children and expected the universities to respond positively to these needs. Remaining demographic variables did not produce significant differences in attitudes.

Statement 29

THE SPANISH SPEAKING CHILD SHOULD BE TAUGHT TO SPEAK SPANISH FLUENTLY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.38	5.39	5.37	5.35	5.41
Standard Deviation:	.86	.78	.94	1.06	.59
t Statistic		.16			.47

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.41	5.35	5.50	5.26
	.88	.85	.76	.94
t Statistic	.47		2.04 Significant	

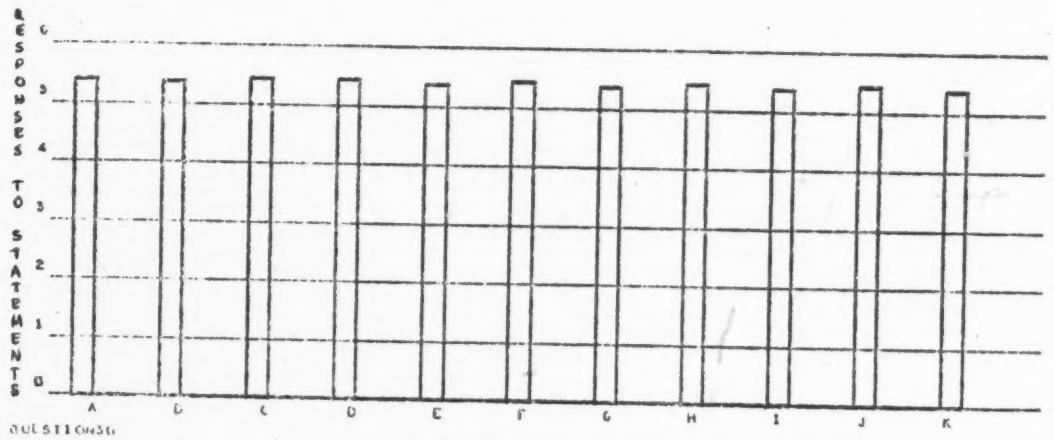
	Stable Population Sample	Transient Sample
	5.37	5.39
	.94	.78
t Statistic	.16	

The high mean of 5.38 for the total population indicates that the subjects are strongly in favor of their

children learning to speak fluently. A significant difference in attitude was affected by amount of education. Those with less education reacted more strongly about this than those with more education. Other demographic variables did not produce significant differences.

Statement 30

THE SPANISH SPEAKING CHILD SHOULD BE TAUGHT TO SPEAK ENGLISH FLUENTLY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.41	5.38	5.45	5.45	5.38
Standard Deviation:	.85	.75	.93	.99	.68
t Statistic		.56		.55	

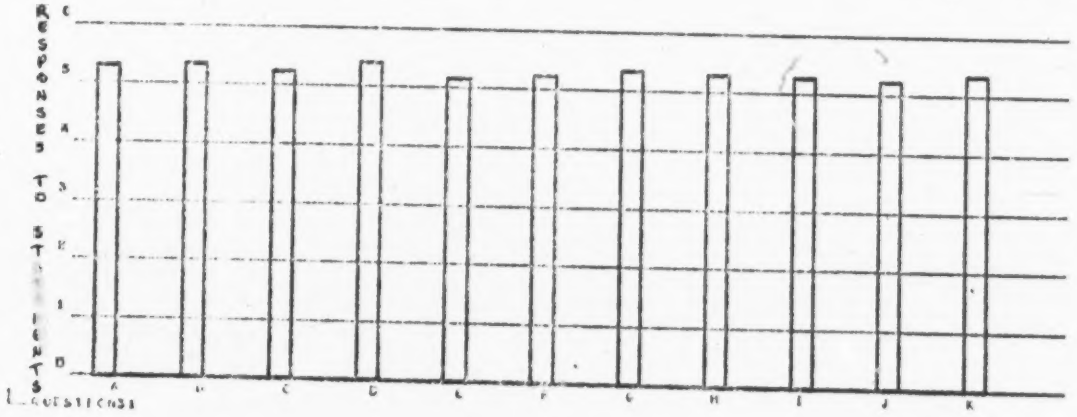
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.45	5.37	5.45	5.37
	.80	.88	.77	.91
t Statistic	.72		.72	

	Stable Population Sample	Transient Sample
	5.45	5.38
	.93	.75
t Statistic	.56	

The high mean of 5.41 also indicated that the total population exhibited a need of learning to speak English fluently. This showed that their attitudes were consistent, as questions, 3, 4, 6, 9, 10 and 29 reflected the need for knowledge of both languages. Attitudes were not affected by the remaining demographic variables.

Statement 31

FROM WHAT I KNOW ABOUT BILINGUAL EDUCATION PROGRAMS THEY ARE OF LITTLE VALUE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.29	5.34	5.24	5.41	5.16
Standard Deviation:	.99	.90	1.08	1.04	.97
t Statistic		.74		1.81 Significant	

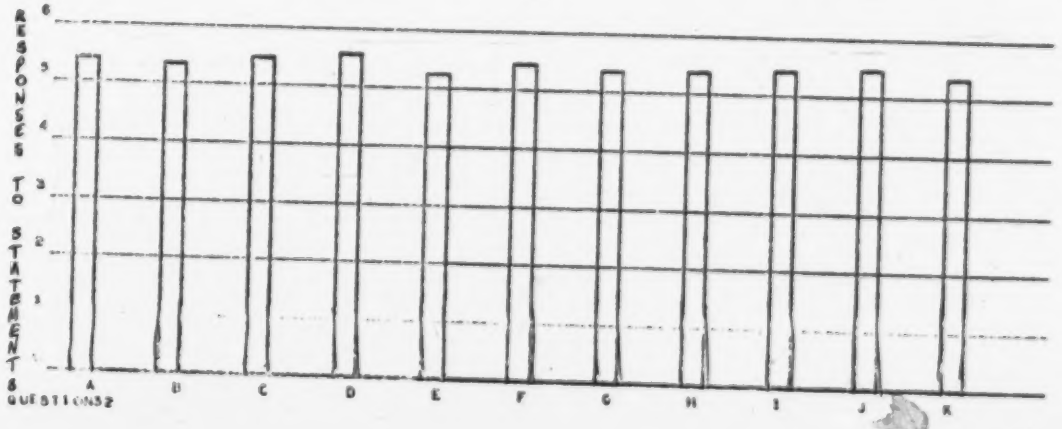
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.23	5.35	5.29	5.28
	1.01	.98	1.07	.91
t Statistic	.88		.07	

	Stable Population Sample	Transient Sample
	5.24	5.34
	1.08	.90
t Statistic	.74	

A negative response of the subjects indicated that they strongly disagreed with this statement. There was also a significant difference between age groups. Those under age 35 reacted more negatively than those over age 35. This indicated that parents believed bilingual education helped their children. The remaining demographic variables produced no significant differences among the groups.

Statement 32

BILINGUAL EDUCATION PROGRAMS SHOULD BE MADE AVAILABLE TO EVERYONE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.41	5.35	5.47	5.56	5.25
Standard Deviation:	.67	.76	.57	.59	.77
t Statistic		1.41			3.32 Significant

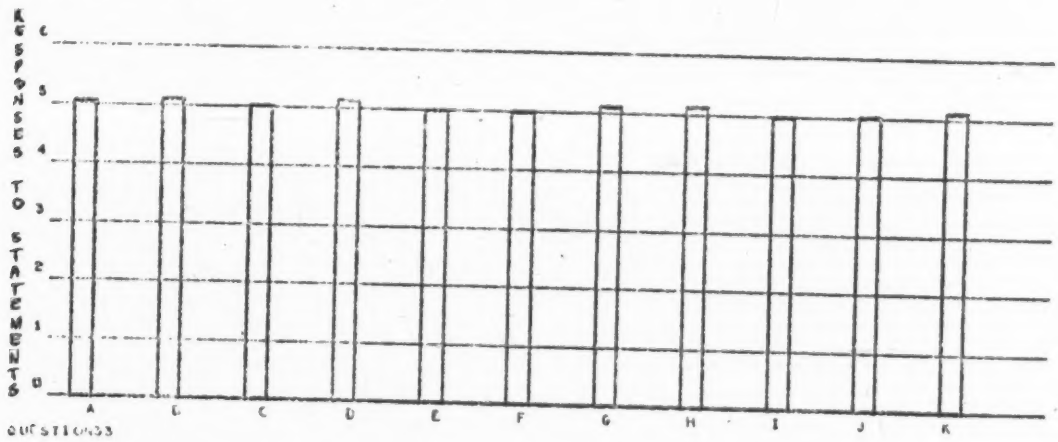
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.45	5.36	5.38	5.44
	.66	.68	.75	.58
t Statistic	1.00		.60	

	Stable Population Sample	Transient Sample
	5.47	5.35
	.57	.76
t Statistic	1.41	

A high mean of 5.41 along with a small spread of the standard deviation indicated that the total population was homogeneous in its response to this statement. There was a high significant difference of 3.32 between age groups. Those under age 35 were more favorable in their attitude than those over age 35. Remaining demographic variables did not produce significant differences among the groups.

Statement 33

THE GOAL OF BILINGUAL EDUCATION SHOULD BE TO REMOVE A SPANISH ACCENT.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.06	5.11	5.02	5.14	4.99
Standard Deviation:	1.20	1.09	1.31	1.29	1.12
t Statistic		.56		.89	

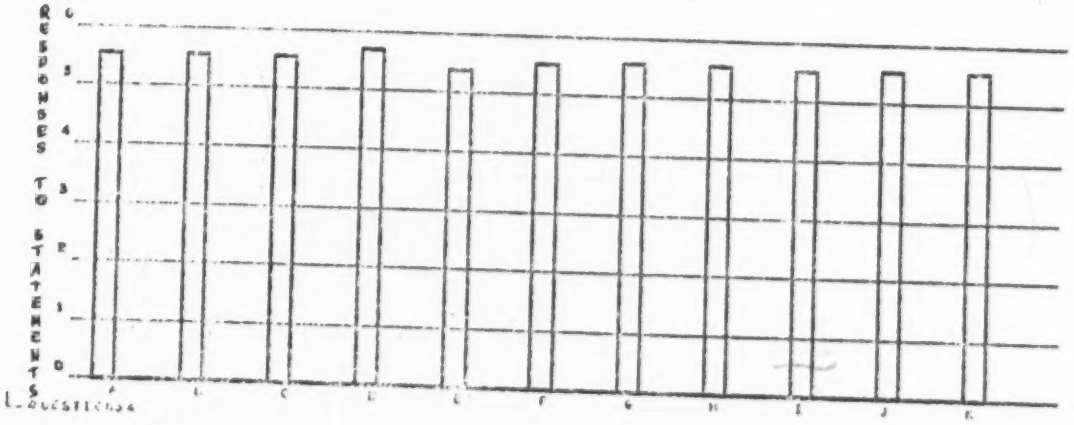
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.01	5.12	5.14	4.99
	1.30	1.09	1.08	1.31
t Statistic	.67		.89	

	Stable Population Sample	Transient Sample
	5.02	5.11
	1.31	1.09
t Statistic	.6	

The total population reflected a high mean of 5.06 and rejected this statement. There were no significant differences among the groups. The parents were not concerned with the pronunciation of English, possibly because they did not perceive this as a problem.

Statement 34

RESPECT FOR THE VALUES OF CULTURALLY DIFFERENT GROUPS SHOULD BE TAUGHT.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.54	5.54	5.55	5.69	5.39
Standard Deviation:	.58	.64	.52	.58	.63
t Statistic		.12		3.68 Significant	

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.53	5.55	5.55	5.53
	.63	.53	.61	.55
t Statistic	.35		.35	

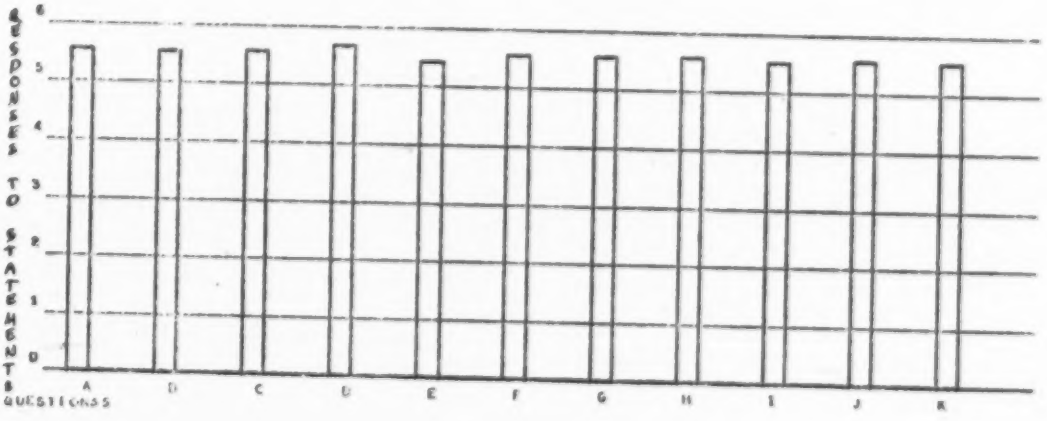
Stable Population Sample	Transient Sample
5.55	5.54
.52	.64

t Statistic .12

There was a strong response in favor of this statement. A 5.54 mean for the total population indicated strong agreement. There was also a high significant difference between age groups, as those under 35 were more in favor of this statement than those over 35. Other demographic variables did not produce differences in attitudes.

Statement 35

A GOOD BILINGUAL PROGRAM SHOULD TEACH BOTH THE LANGUAGE AND THE CULTURE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.55	5.55	5.56	5.68	5.43
Standard Deviation:	.58	.66	.50	.53	.66
t Statistic		.23		3.13 Significant	

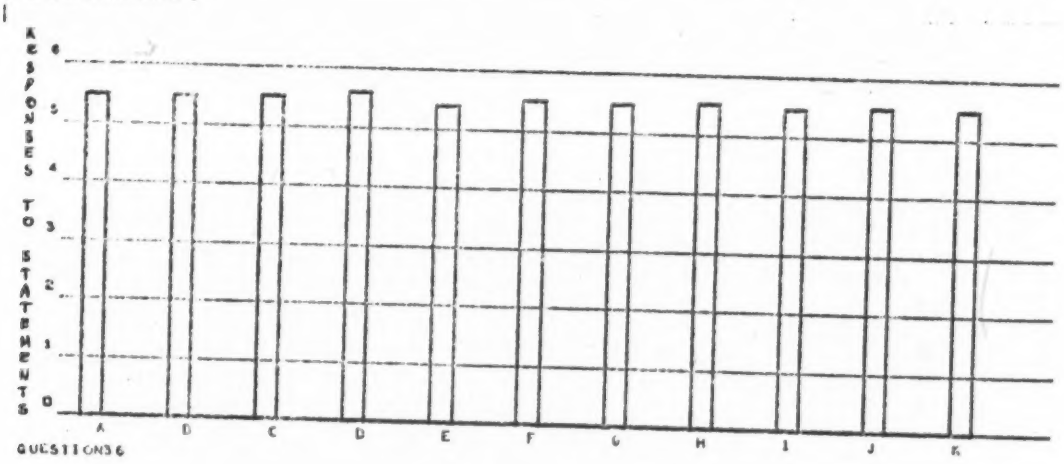
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.55	5.55	5.58	5.53
	.65	.50	.65	.50
t Statistic	0.00		.69	

	Stable Population Sample	Transient Sample
	5.56	5.55
	.50	.66
t Statistic	.23	

A high mean of 5.55 with a low spread of the standard deviation indicated strong agreement with this statement. Significant differences between age groups showed up with the t-test. Those parents under age 35 were more in favor of this statement than those over 35. Parents recognized that other aspects of the culture were as important as language and should be included in a bilingual program. Attitudes were not affected significantly by the remaining demographic variables.

Statement 36

A TEACHER SHOULD UNDERSTAND THE CULTURES THAT EXIST IN THE SOUTHWEST.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.50	5.50	5.51	5.60	5.41
Standard Deviation:	.56	.60	.52	.64	.51
t Statistic		.12		2.44 Significant	

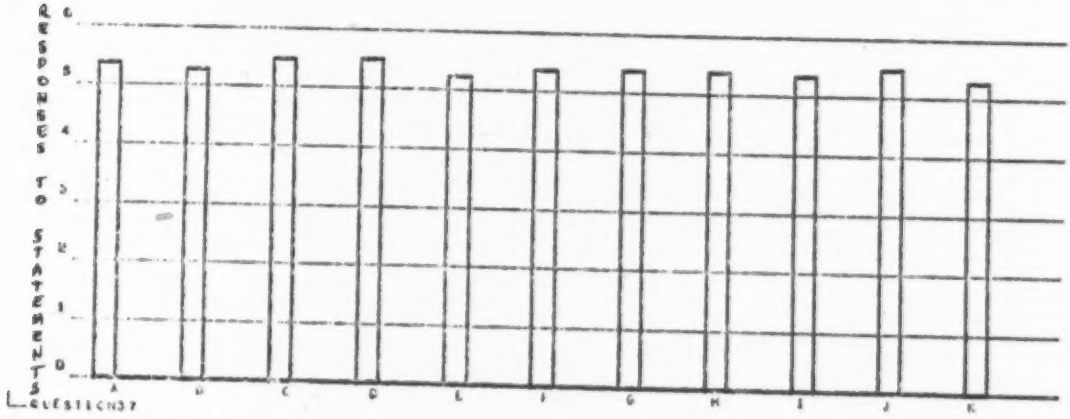
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.52	5.49	5.55	5.46
	.50	.61	.60	.52
t Statistic	.36		1.08	

	Stable Population Sample	Transient Sample
	5.51	5.50
	.52	.60
t Statistic	.12	

A high mean of 5.50 along with the small spread of the standard deviation suggested that the total population was homogeneous in its response to this statement. Parents' responses indicated that the teacher's awareness of the different cultures should be a vital part of any bilingual program. Demographic variables did not affect attitudes with the exception of those under age 35. Those under 35 years of age responding more positively than those over age 35.

Statement 37

THE TEACHING OF SPANISH TO THE ENGLISH SPEAKING CHILD WILL AID HIM IN UNDERSTANDING THE IDEAS AND EXPERIENCES OF THE SPANISH SPEAKING CHILD.



	Total Population	Different Groups: Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.37	5.27	5.46	5.50	5.24
Standard Deviation:	.77	.94	.53	.76	.81
t Statistic		1.84 Significant			2.48 Significant

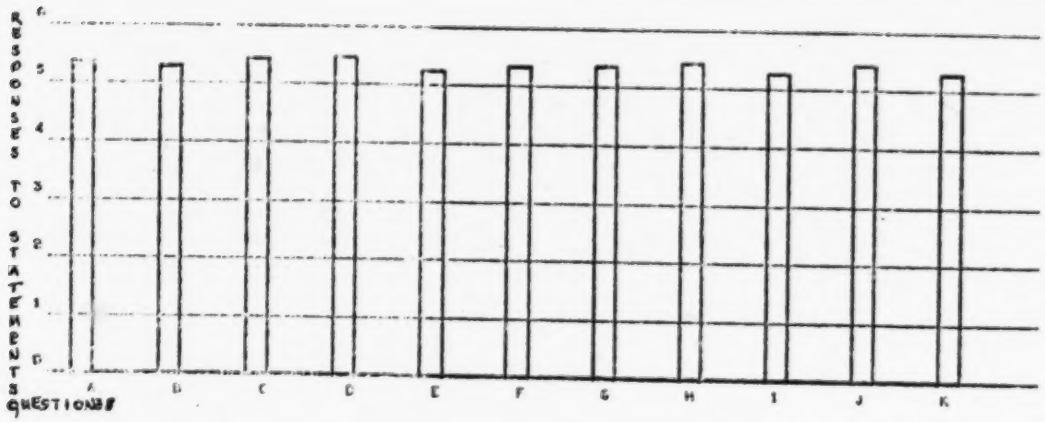
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.35	5.38	5.39	5.35
	.87	.66	.87	.65
t Statistic	.26		.43	

	Stable Population Sample	Transient Sample
	5.46	5.27
	.53	.94
t Statistic	1.84 Significant	

This statement produced two significant differences. Those parents under age 35 and those in the middle income group responded more favorably toward the statement. Parents over 35 and those in the lower income group responded less favorable. A high mean of 5.37 along with a small spread of the standard deviation indicated that the total population was homogeneous in its response. There was also a significant difference affected by mobility, as the more stable population responded most favorably to this statement. This indicated that parents believed an exchange of ideas and experience among ethnic groups tended to minimize differences. Other demographic variables did not affect attitudes significantly.

Statement 38

THE TEACHING OF SPANISH TO THE ENGLISH SPEAKING CHILD WILL AID HIM IN COMMUNICATING WITH THE SPANISH SPEAKING CHILD.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.35	5.29	5.42	5.46	5.25
Standard Deviation:	.83	.94	.71	.86	.83
t Statistic		1.13		1.91 Significant	

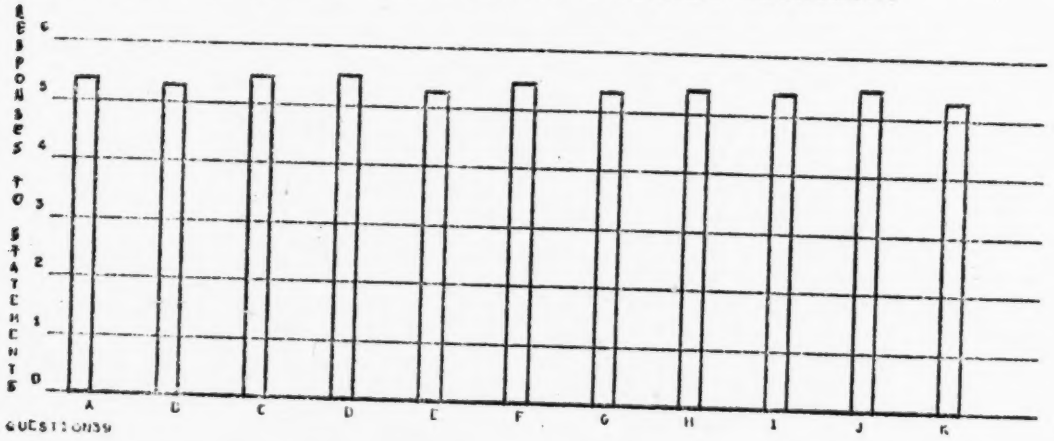
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.35	5.36	5.44	5.27
	.95	.70	.86	.80
t Statistic	.16		1.46	

	Stable Population Sample	Transient Sample
	5.42	5.29
	.71	.94
t Statistic	1.13	

A high mean of 5.35 for the total population indicated that the subjects strongly agreed with this statement. The age variable produced a significant difference between the age groups, with the younger subjects responding more favorably than the older subjects. None of the other groups produced significant differences.

Statement 39

ENGLISH SPEAKING CHILDREN SHOULD BE GIVEN THE SAME OPPORTUNITY TO LEARN SPANISH AS ARE SPANISH SPEAKING CHILDREN.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.39	5.30	5.48	5.52	5.26
Standard Deviation:	.75	.85	.61	.68	.83
t Statistic		1.81 Significant			2.47 Significant

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.45	5.34	5.40	5.38
	.70	.79	.87	.60
t Statistic	1.08		.18	

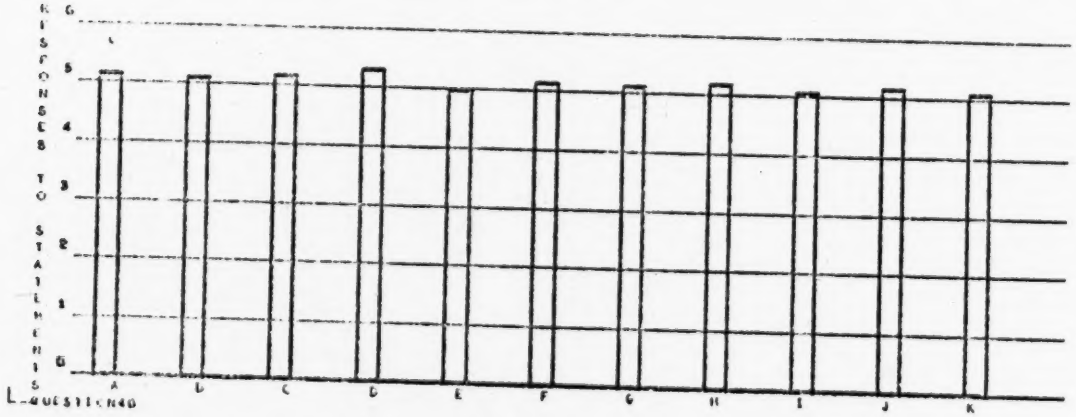
	Stable Population Sample	Transient Sample
	5.48	5.30
	.61	.85

t Statistic 1.81
Significant

SES, age, and mobility yielded significant differences among the groups. For the middle SES, the younger subjects and the more stable subjects responded most positively. This perhaps indicated that they were desirous of all children having the opportunity to learn more than one language, which is consistent with Statement #32. A high mean of 5.39 for the total population indicated that the groups as a whole strongly agreed with the statement.

Statement 40

ENGLISH SPEAKING CHILDREN SHOULD BE IN BILINGUAL PROGRAMS.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.13	5.10	5.16	5.29	4.97
Standard Deviation:	.89	.96	.80	.72	1.05
t Statistic		.53		2.62 Significant	

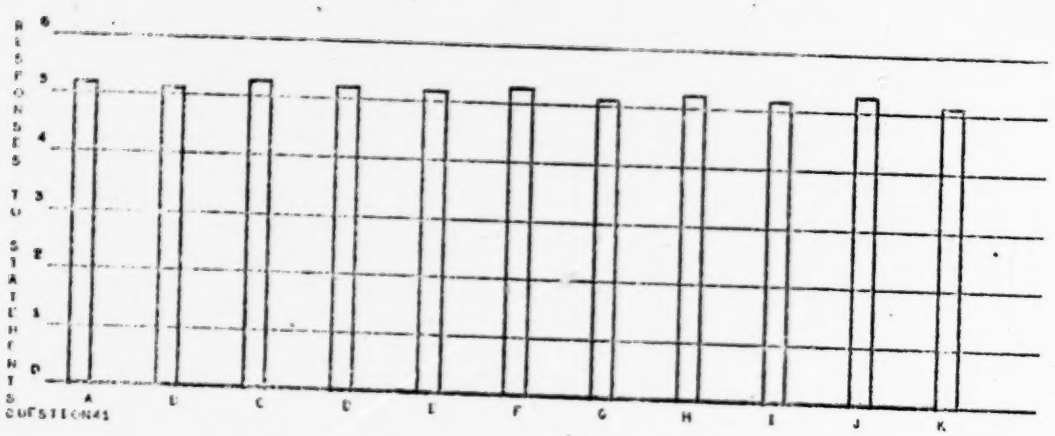
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.15	5.12	5.18	5.08
	.94	.83	.93	.84
t Statistic	.23		.83	

	Stable Population Sample	Transient Sample
	5.16	5.10
	.80	.96
t Statistic	.53	

Strong agreement with this statement was indicated with the high mean of 5.13 for the total population. There was a significant difference of opinion only between the age groups; those parents under age 35 reacted more favorably to the statement than those over 35. It was evident that this population favored exposing all children to bilingual programs, which was consistent with responses to previous statements.

Statement 41

ENGLISH SPEAKING PARENTS SHOULD ENCOURAGE THEIR CHILDREN TO SPEAK SPANISH



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.19	5.11	5.27	5.21	5.17
Standard Deviation:	.86	.97	.74	.87	.86
t Statistic		1.41		.31	

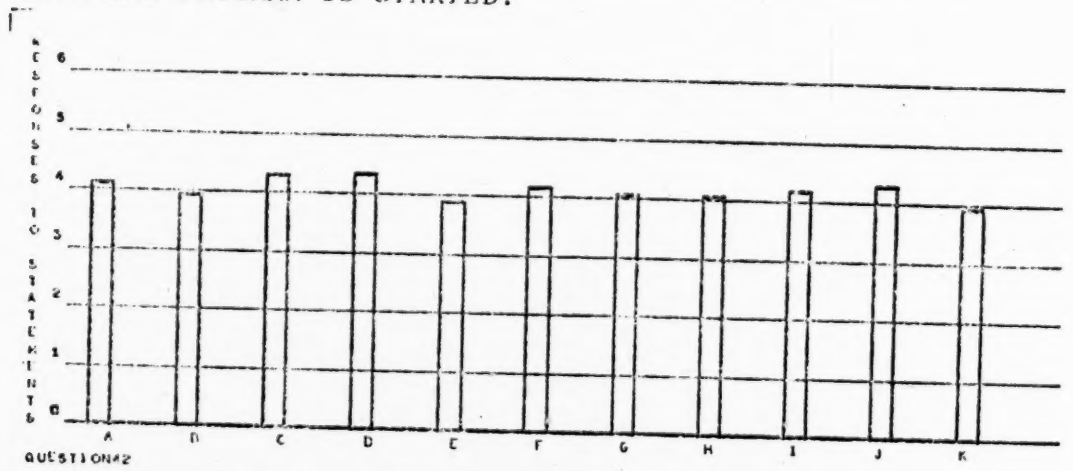
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.26	5.12	5.22	5.16
	.88	.84	.93	.79
t Statistic	1.25		.47	

	Stable Population Sample	Transient Sample
	5.27	5.11
	.74	.97
t Statistic	1.41	

A high mean of 5.19 indicated that the total population wanted to include English-speaking children in the learning of Spanish. This favorable attitude indicated a consistent positive attitude toward making Spanish available in the curriculum for English-speaking children. This statement was supported by the lack of significant differences among the individual groups.

Statement 42

THE NEEDS OF THE COMMUNITIES SHOULD BE ASSESSED BEFORE A BILINGUAL PROGRAM IS STARTED.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.13	3.95	4.31	4.35	3.90
Standard Deviation:	1.57	1.58	1.53	1.50	1.64
t Statistic		1.72 Significant			2.14 Significant

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.17	4.08	4.07	4.18
	1.48	1.65	1.57	1.57
t Statistic	.43		.51	

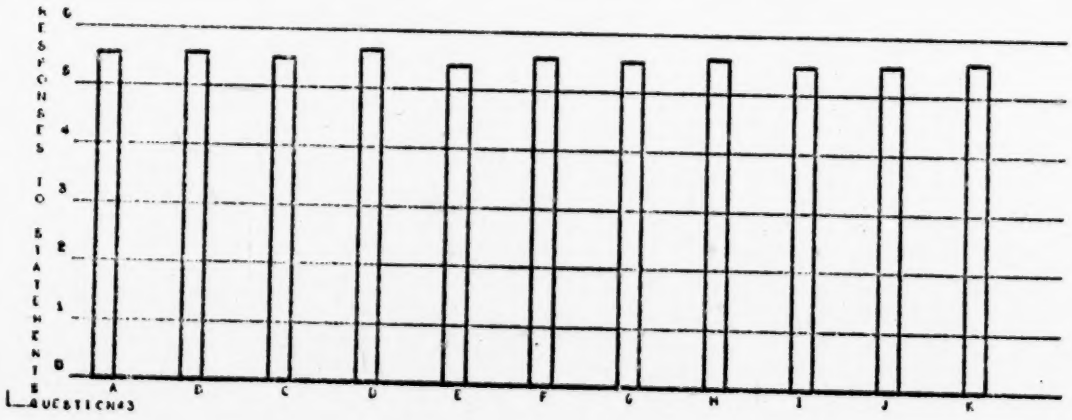
Stable Population Sample	Transient Sample
4.31	3.95
1.53	1.58

t Statistic 1.72
Significant

Significant differences resulted between age groups as well as between income groups. Those parents under 35 in the middle income group were more favorable to this statement. The mean of 4.13 for the total population suggested that most were strongly in favor of this statement. The stable population responded more positively than did the transient population. The writer's interpretation of this was that the stable group was desirous of having the needs of the community made a part of any curriculum development for their children.

Statement 43

THE SPANISH SPEAKING CHILD SHOULD BE TAUGHT ABOUT THE SPANISH CULTURE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.53	5.56	5.50	5.66	5.40
Standard Deviation:	.52	.50	.54	.53	.55
t Statistic		.91		3.62 Significant	

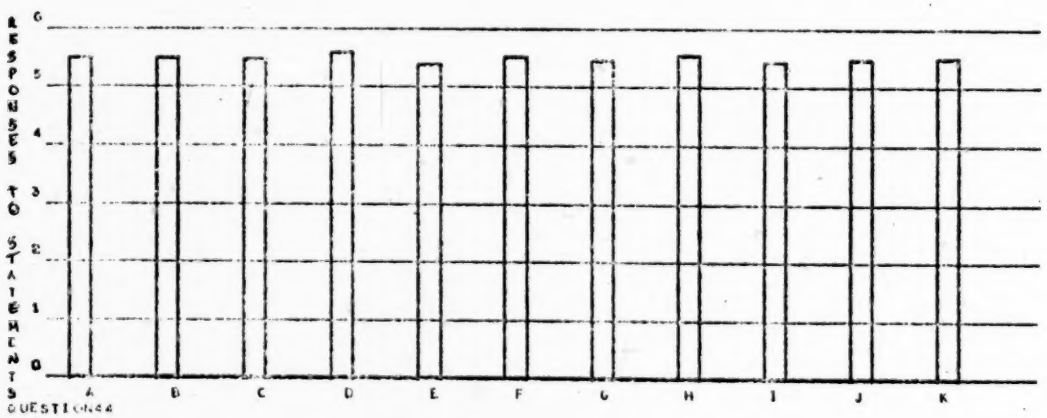
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.55	5.51	5.58	5.48
	.51	.52	.49	.53
t Statistic	.65		1.43	

	Stable Population Sample	Transient Sample
	5.50	5.56
	.54	.50
t Statistic	.91	

The high mean of 5.53 indicated that the total population strongly agreed with this statement. A low spread of the standard deviation also indicated that the groups were homogeneous in their responses. A significant difference resulted between age groups only. Those parents under 35 were more strongly in agreement with the statement than were those over 35. Parents were aware of the many positive aspects of learning about culture. They also indicated that this teaching should be made an integral part of a bilingual program.

Statement 44

THE TEACHING OF SPANISH AIDS TEACHERS AND STUDENTS IN THE BETTER UNDERSTANDING OF THE SPANISH FAMILY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.49	5.49	5.48	5.39	5.38
Standard Deviation:	.53	.54	.53	.54	.56
t Statistic		.13		2.79 Significant	

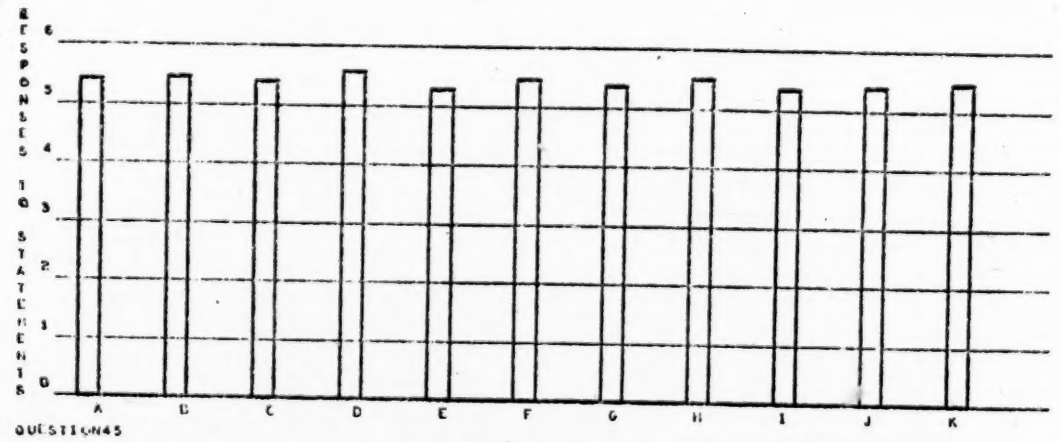
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.53	5.45	5.55	5.43
	.55	.51	.52	.55
t Statistic	1.13		1.64	

	Stable Population Sample	Transient Sample
	5.48	5.49
	.53	.54
t Statistic	.13	

A high mean of 5.49 indicated that the total population strongly agreed with this statement. A small spread of the standard deviation also indicated the groups as a whole were homogeneous in their response. A significant difference resulted between age groups only. Those under 35 responded more favorably than those over 35 years of age. Communicating with others in one's own language establishes an immediate rapport which, according to the data, is important for children of different language and culture.

Statement 45

THE TEACHING OF SPANISH AIDS IN THE BETTER UNDERSTANDING OF THE SPANISH COMMUNITY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.44	5.46	5.41	5.59	5.28
Standard Deviation:	.65	.61	.68	.56	.75
t Statistic		.62		3.44 Significant	

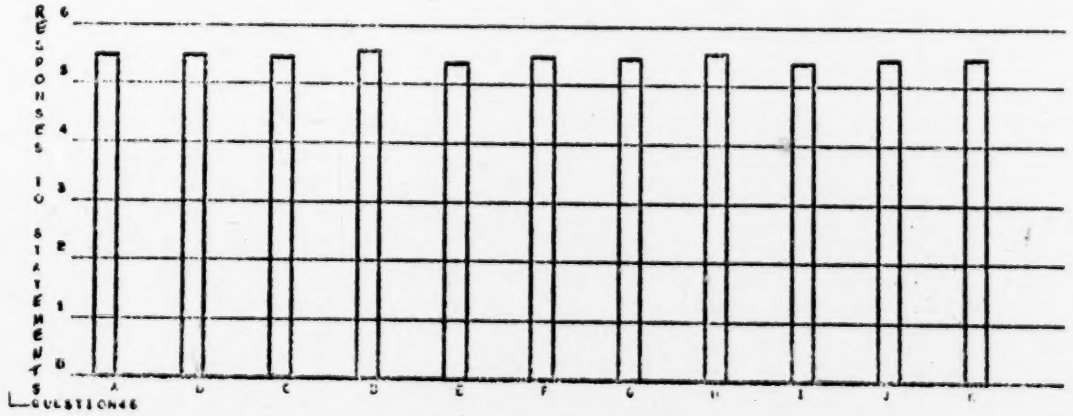
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.48	5.39	5.51	5.36
	.64	.65	.64	.64
t Statistic	1.04		1.67 Significant	

	Stable Population Sample	Transient Sample
	5.41	5.46
	.68	.61
t Statistic	.62	

A significant difference between age groups resulted with the t-test. Those parents under age 35 agreed more strongly than those over age 35. The less educated group felt more strongly in favor of the statement than the more educated subjects. Demographic variables did not affect the remaining groups. A high mean of 5.44 indicated a favorable response.

Statement 46

TEACHING ABOUT SPANISH CULTURE IN THE SCHOOLS AIDS THE SPANISH SPEAKING CHILD IN UNDERSTANDING THE VIEWS OF PARENTS AND GRANDPARENTS.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.46	5.48	5.45	5.55	5.37
Standard Deviation:	.62	.67	.57	.70	.57
t Statistic		.43		2.11 Significant	

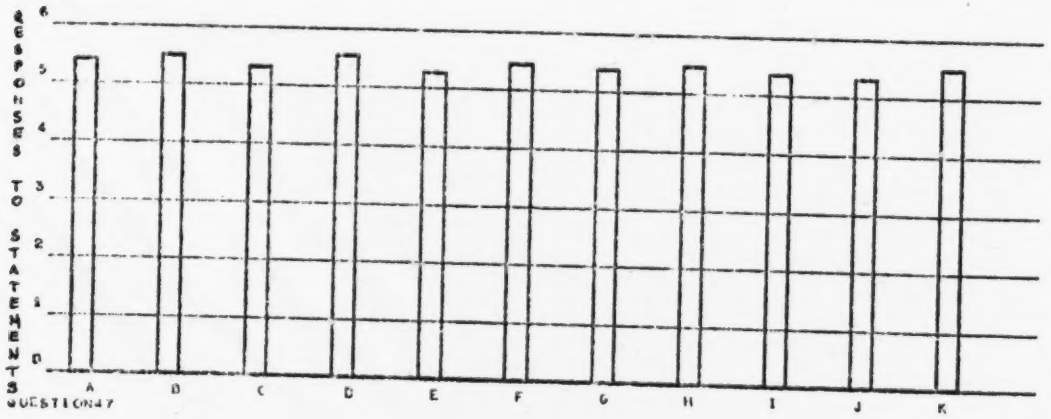
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.48	5.45	5.54	5.39
	.67	.57	.61	.62
t Statistic	.43		1.74 Significant	

	Stable Population Sample	Transient Sample
	5.45	5.48
	.57	.67
t Statistic	.43	

A high mean of 5.46 for the total population along with a small spread of the standard deviation indicated a strongly favorable response toward this statement. A significant difference between age groups resulted, with those under age 35 more favorably inclined than those over age 35. The less educated also were more strongly in favor of this statement. The difference between the groups separated by amount of education was again significant. Other demographic variables did not affect attitudes.

Statement 47

WITH THE TEACHING OF SPANISH IN THE SCHOOLS THE SPANISH SPEAKING CHILD FEELS BETTER ABOUT HIMSELF.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.41	5.50	5.33	5.55	5.28
Standard Deviation:	.77	.66	.86	.74	.83

t Statistic 1.66 Significant 2.47 Significant

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.45	5.38	5.46	5.36
	.72	.82	.75	.79

t Statistic .61 .96

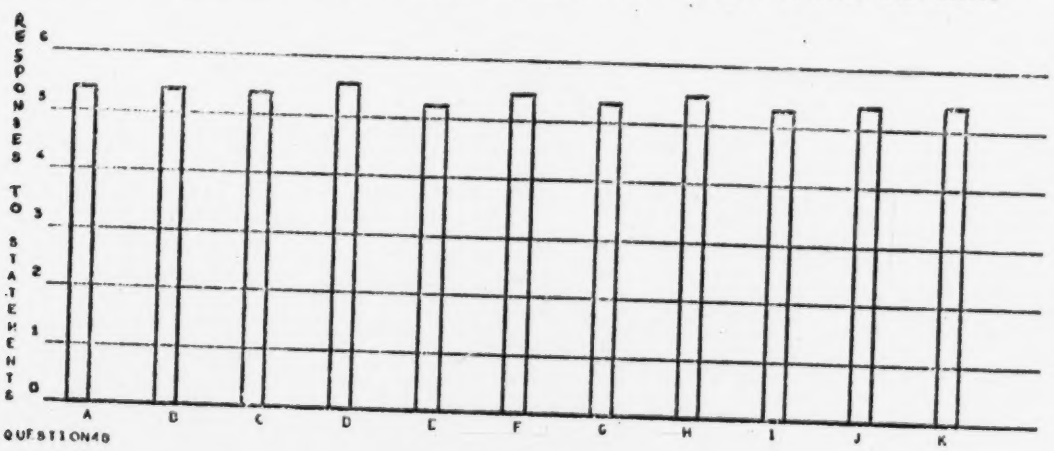
	Stable Population Sample	Transient Sample
	5.33	5.50
	.86	.66

t Statistic 1.66 Significant

Significant differences between income groups and between age groups resulted when analyzed using a t-test. Those parents under age 35 and those in the lower income group reacted more strongly than did those in the middle income group over age 35. A mean of 5.41 for the total population indicated a strong attitude in favor of this statement. There was also a significant difference affected by the mobility of the population. The transient population reacted more positively, indicating that the self-concept of the child was an important factor. Perhaps they had in their mobility run across negative reactions toward themselves, and therefore developed a desire to overcome this attitude.

Statement 48

WITH THE TEACHING OF SPANISH, THE SPANISH SPEAKING CHILD AND ENGLISH SPEAKING CHILD WILL UNDERSTAND EACH OTHER BETTER.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.40	5.41	5.38	5.57	5.22
Standard Deviation:	.78	.79	.77	.60	.95
t Statistic		.26		3.29 Significant	

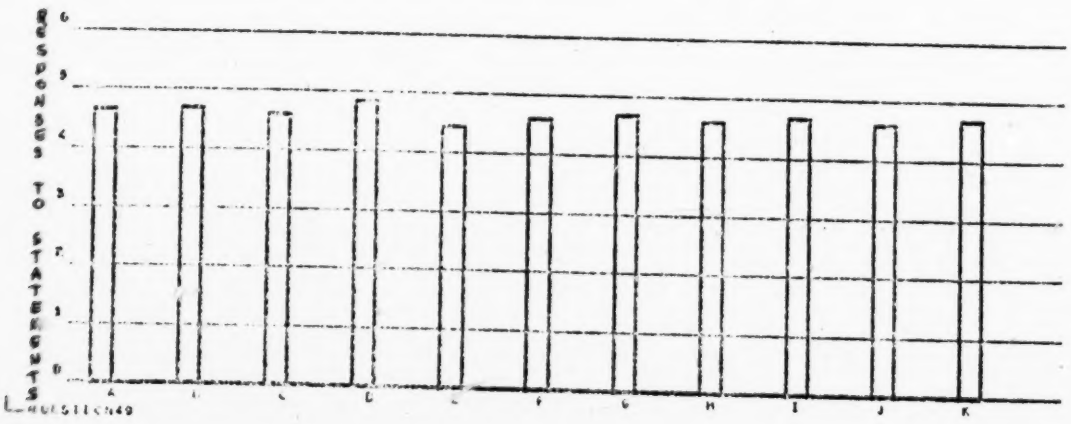
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.45	5.34	5.49	5.30
	.72	.83	.76	.79
t Statistic	1.12		1.82 Significant	

	Stable Population Sample	Transient Sample
	5.38	5.41
	.77	.79
t Statistic	.26	

A significant difference between the age groups indicated that parents under age 35 were more favorable in their attitude than those over age 35. A high mean of 5.40 for the total population indicated that all parents were favorably disposed toward this statement. Education also affected this attitude. Those parents with less education were significantly more strongly in favor of this statement. This was perhaps also indicative that parents under 35 with less education needed to be accepted in the Anglo world. They appeared desirous of establishing communication with the English-speaking culture surrounding them. The remaining demographic variables did not produce significant differences.

Statement 49

A SPANISH SPEAKING CHILD SHOULD BE TAUGHT IN ENGLISH ONLY TO PREPARE HIM TO COMPETE IN AN ENGLISH SPEAKING SOCIETY.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.65	4.70	4.59	4.85	4.45
Standard Deviation:	1.39	1.40	1.38	1.25	1.53
t Statistic		.58		2.12 Significant	

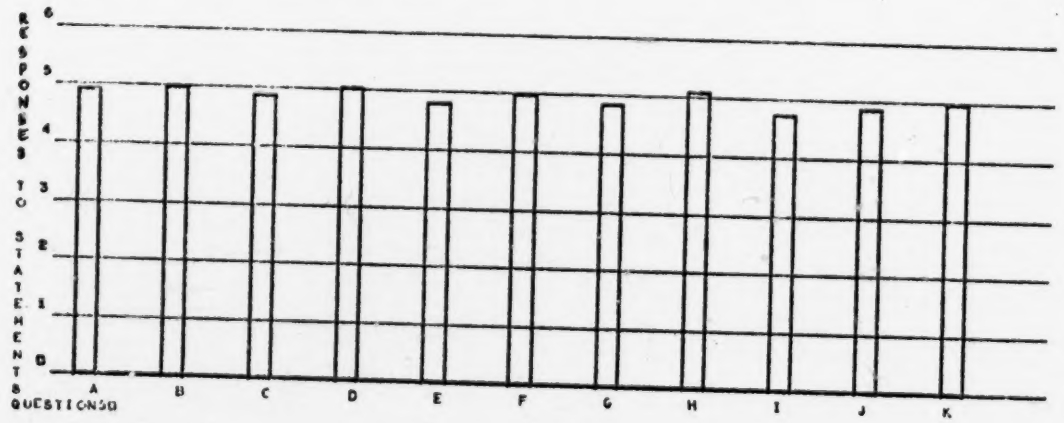
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.61	4.68	4.61	4.68
	1.40	1.38	1.45	1.33
t Statistic	.39		.39	

	Stable Population Sample	Transient Sample
	4.59	4.70
	1.38	1.40
t Statistic	.58	

This statement did not produce as high a mean for the total population as did the previous statement, the mean being 4.65. The parents responded nearer to the "disagree" than "strongly disagree" category. There was a significant difference between age groups, as those parents under age 35 disagreed more than those over age 35. They probably recognized that their children would be competing in an English-speaking society. Even though this was true, indications from previous questions were that they desired to retain their culture. Demographic variables such as SES, mobility and education did not affect attitudes.

Statement 50

A SPANISH SPEAKING CHILD TAUGHT IN SPANISH WILL MEET WITH BETTER SUCCESS IN SCHOOL.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.92	4.97	4.86	5.03	4.81
Standard Deviation:	1.05	1.08	1.02	.99	1.13
t Statistic		.76		1.52	

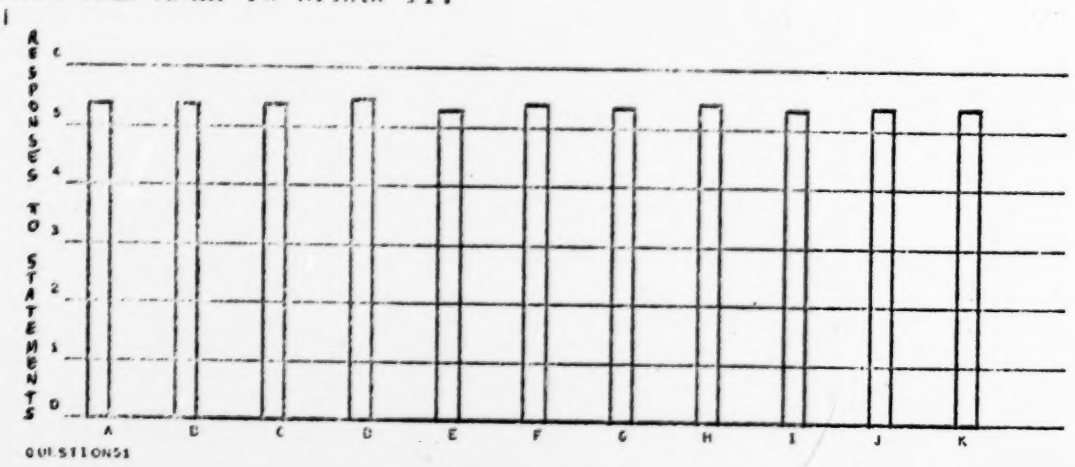
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.98	4.85	5.10	4.74
	1.02	1.09	.93	1.13
t Statistic	.89		2.59 Significant	

	Stable Population Sample	Transient Sample
	4.86	4.97
	1.02	1.08
t Statistic	.76	

A wide spread of the standard deviation exhibited a more heterogeneous response to this statement. A mean of 4.92 for the total population indicated that most of the parents were in agreement with the statement although not as strongly reflected as in some previous statements. There was a significant difference affected only by education. The less educated sample responded more favorably. This illustrated a strong concern that their children needed reinforcement in their language.

Statement 51

CHILDREN SHOULD BE ENCOURAGED TO SPEAK SPANISH AT HOME IF THEY ARE ABLE TO SPEAK IT.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.38	5.38	5.37	5.47	5.28
Standard Deviation:	.62	.56	.69	.68	.59
t Statistic		.11		2.21 Significant	

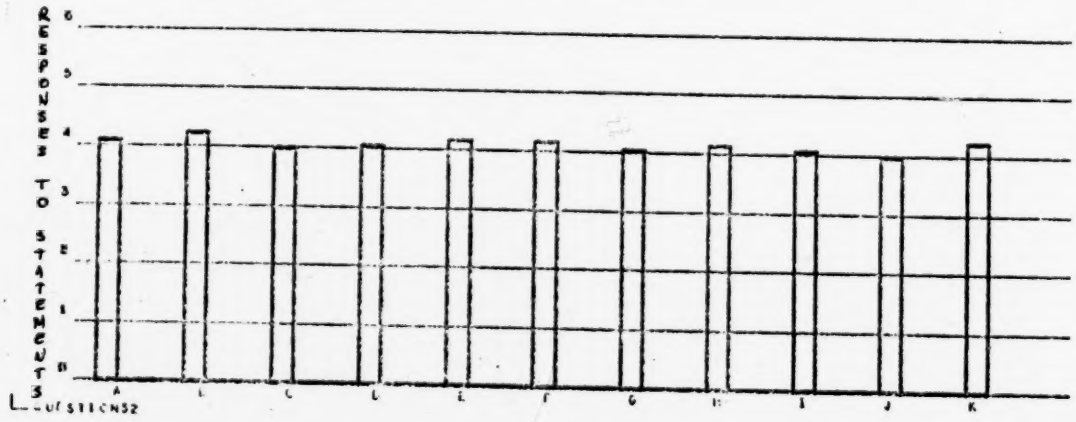
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.40	5.35	5.42	5.34
	.64	.61	.58	.66
t Statistic	.54		.97	

	Stable Population Sample	Transient Sample
	5.37	5.38
	.69	.56
t Statistic	.11	

A significant difference between age groups when the t-test was applied indicated that those parents under age 35 more strongly agreed with this statement than those over age 35. A high mean of 5.38 indicated that the total population wanted their children to speak Spanish. Parents did not seem concerned that learning Spanish at home would produce negative results. The remaining demographic variables did not produce significant differences.

Statement 52

CHILDREN SHOULD BE ENCOURAGED TO SPEAK SPANISH ALL THE TIME OF THEY ARE ABLE TO SPEAK IT.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.10	4.21	3.98	4.05	4.15
Standard Deviation:	1.56	1.51	1.59	1.55	1.55
t Statistic		1.08			.48

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.15	4.05	4.14	4.05
	1.63	1.47	1.59	1.52
t Statistic	.47		.39	

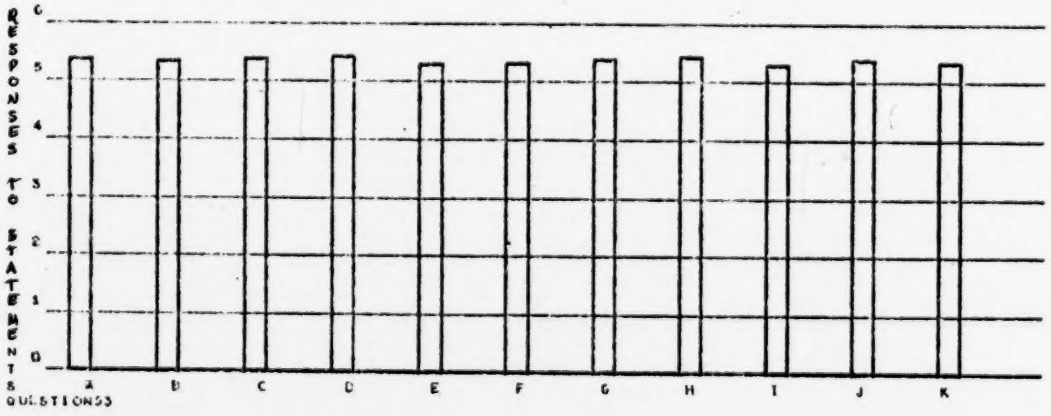
Stable Population Sample	Transient Sample
3.98	4.21
1.59	1.51

t Statistic 1.08

Large variability of response to this statement prevented significant results. A mean of 4.10 for the total population indicated heterogeneous attitudes of those questioned. The population perhaps believed that English should also be included. As indicated by previous responses, those statements that preferred one language over the other produced negative responses. Demographic variables did not affect the responses.

Statement 53

SINCE THIS IS AN ENGLISH SPEAKING SOCIETY CHILDREN SHOULD BE ENCOURAGED TO SPEAK ENGLISH ONLY.



Different Groups

	Total Population	Lower Income Sample	Middle Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.36	5.34	5.38	5.43	5.29
Standard Deviation:	.68	.61	.75	.72	.67
t Statistic		.49		1.45	

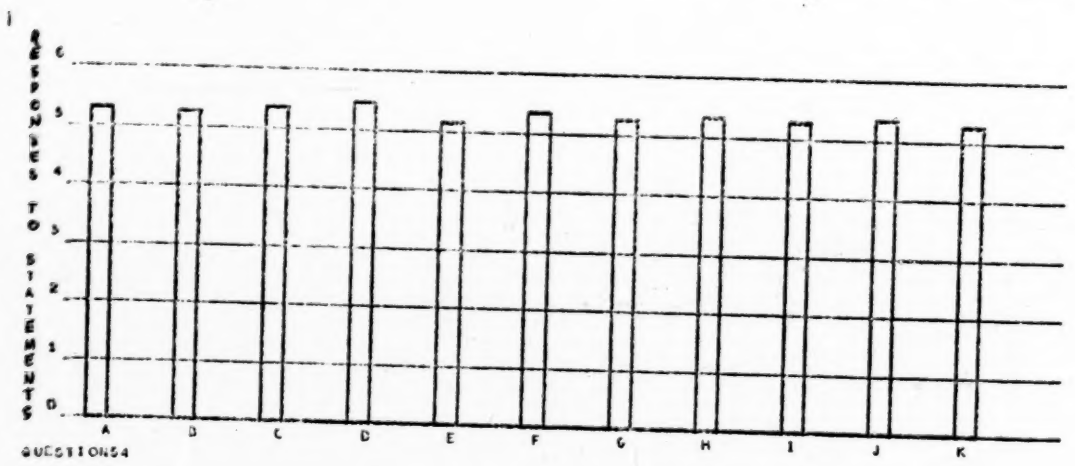
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.33	5.39	5.42	5.30
	.75	.60	.55	.79
t Statistic	.69		1.28	

	Stable Population Sample	Transient Sample
	5.38	5.34
	.75	.61
t Statistic	.49	

This statement produced a high mean of 5.36 for the total population. A small spread of the standard deviation indicated the groups as a whole were homogeneous in their responses and illustrated that they rejected only English being taught to their children. This exhibited, as did the previous statement, that both languages were important. Attitudes were not affected by demographic variables.

Statement 54

THE TEACHING OF SPANISH WILL DIVIDE GROUPS AGAINST EACH OTHER.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.31	5.27	5.35	5.46	5.16
Standard Deviation:	.83	.92	.73	.79	.90

t Statistic .72 2.61 Significant

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.35	5.27	5.35	5.28
	.80	.86	.86	.81

t Statistics .72 .56

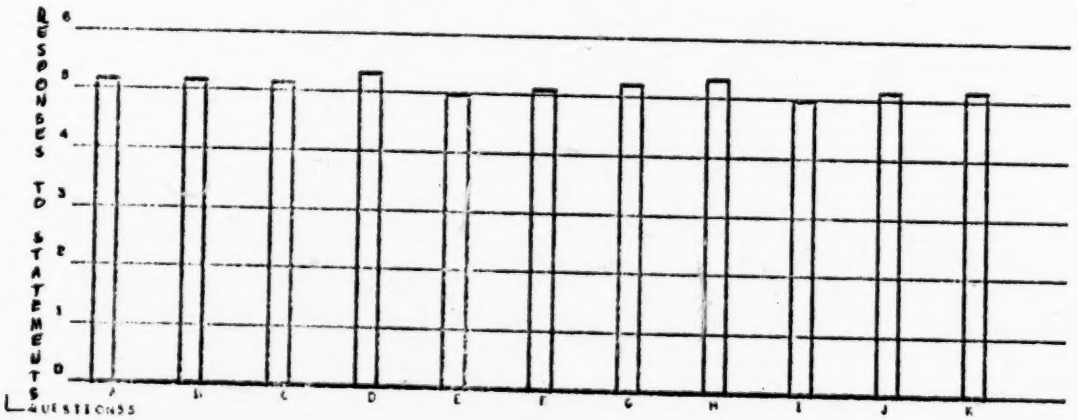
	Stable Population Sample	Transient Sample
	5.35	5.27
	.73	.92

t Statistics .72

A significant difference of attitude resulted between age groups only. Those parents under age 35 responded more strongly than those over age 35. A mean for the total population of 5.31 indicated that the respondents strongly disagreed with this statement. This suggested that the population believed that Spanish had positive aspects and rejected the idea that language created divisiveness between groups.

Statement 55

THE TEACHING OF SPANISH WILL UNITE GROUPS TOWARD BROTHERLY LOVE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.15	5.16	5.14	5.32	4.98
Standard Deviation:	1.06	1.07	1.04	1.03	1.10
t Statistic		.19		2.33 Significant	

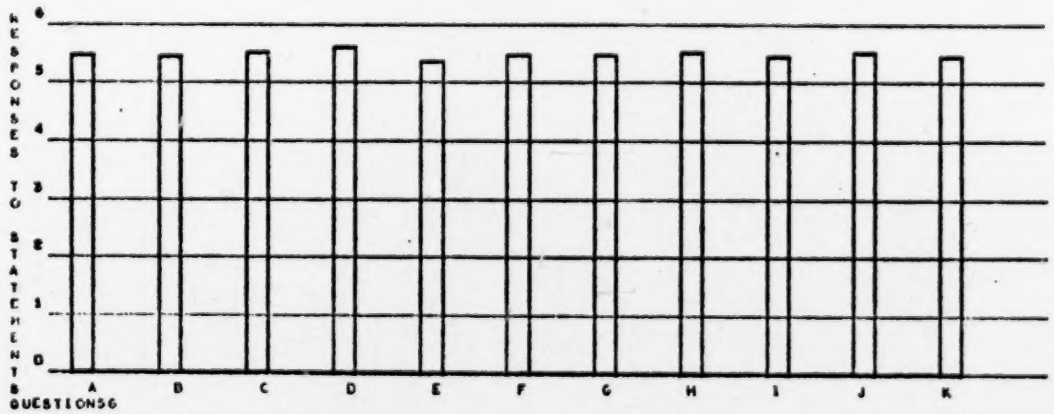
Male Sample	Female Sample	Less Educated Sample	More Educated Sample
5.10	5.20	5.31	4.99
1.10	1.02	1.02	1.07
t Statistic .70		2.25 Significant	

Stable Population Sample	Transient Sample
5.14	5.16
1.04	1.07
t Statistic .19	

Again, a significant difference between age groups resulted. Parents who were under 35 felt more favorably disposed toward this statement than those over age 35. A high mean of 5.15 indicated a strong agreement with the statement by the total population. The sample with less education responded more strongly. This indicated that cohesiveness of groups would result if Spanish were taught. No significant differences were produced by remaining demographic variables.

Statement 56

SPANISH SPEAKING PARENTS SHOULD NOT ALLOW THEIR CHILDREN TO SPEAK SPANISH AT HOME.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.48	5.45	5.51	5.61	5.35
Standard Deviation:	.72	.76	.68	.65	.82
t Statistic		.56		2.55 Significant	

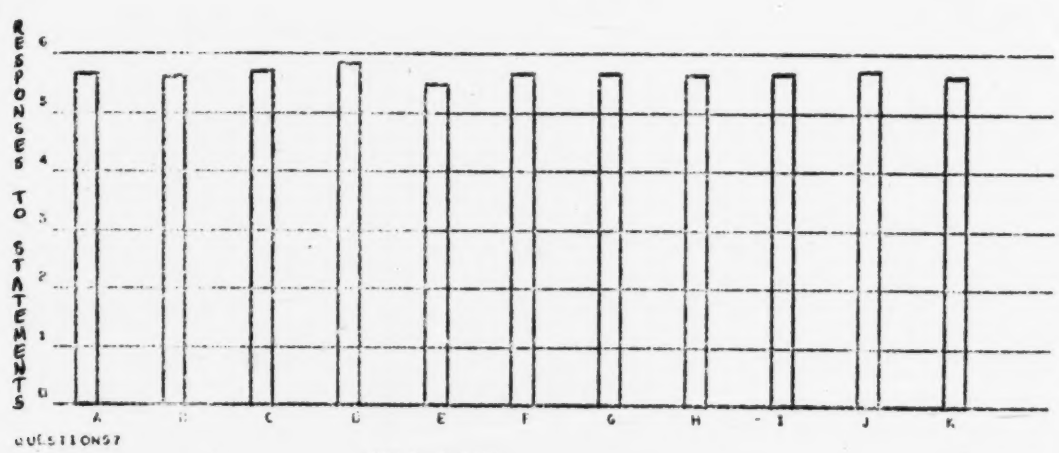
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.48	5.48	5.51	5.45
	.75	.70	.76	.68
t Statistic	.00		.56	

	Stable Population Sample	Transient Sample
	5.51	5.45
	.68	.76
t Statistic	.56	

A high mean of 5.48 for the total population indicated a strong disagreement with this statement by most of these parents. A significant difference was noted between age groups only. Those parents under age 35 more strongly opposed this statement than did those over age 35. This again indicated that parents wanted to keep the Spanish language as a viable part of their culture.

Statement 57

ALL SPANISH SPEAKING CHILDREN SHOULD FEEL PROUD THEY CAN SPEAK SPANISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.67	5.63	5.71	5.85	5.49
Standard Deviation:	.47	.48	.45	.49	.50
t Statistic		1.29		5.29 Significant	

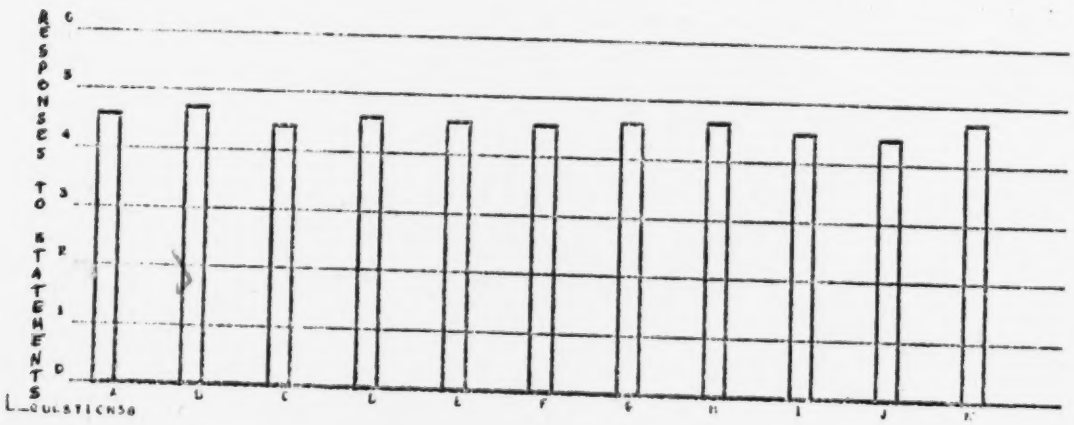
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.67	5.66	5.65	5.68
	.47	.47	.48	.47
t Statistic	.14		.43	

	Stable Population Sample	Transient Sample
	5.71	5.63
	.45	.48
t Statistic	1.29	

This statement produced the highest favorable response for the total population of any in the entire questionnaire. A high mean of 5.67 along with a small standard deviation indicated that nearly all parents responded in the "strongly agree" category. A significant difference was noted in the age groups only. Those parents under 35 years of age responded more strongly than those over age 35.

Statement 58

ALL SPANISH SURNAMED CHILDREN SHOULD SPEAK SPANISH.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.57	4.71	4.43	4.59	4.55
Standard Deviation:	1.59	1.51	1.65	1.59	1.59
t Statistic		1.32		.21	

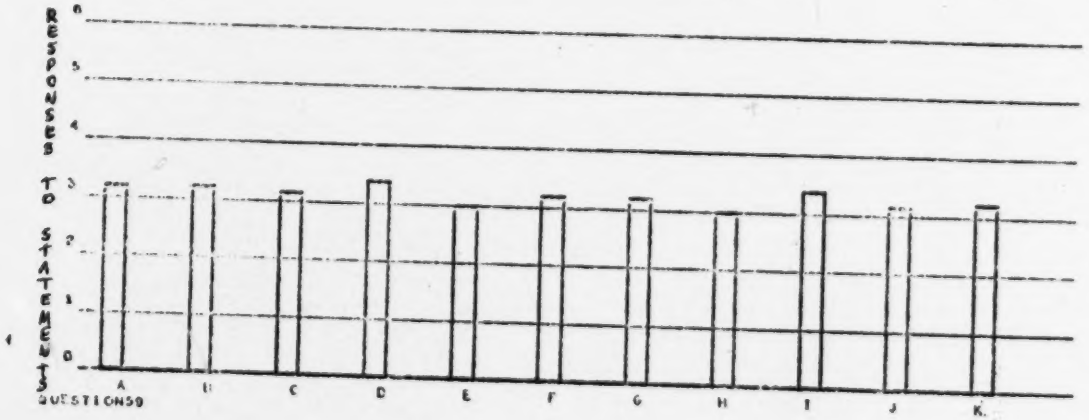
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.54	4.60	4.64	4.50
	1.71	1.45	1.58	1.59
t Statistic	.30		.63	

Stable Population Sample	Transient Sample
4.43	4.71
1.65	1.51
t Statistic 1.32	

A mean of 4.57 for the total population coupled with a wide spread of the standard deviation indicated heterogeneous responses to this statement. Nevertheless, the responses indicated that parents were in favor of Spanish surnamed children speaking Spanish. This statement indicated that parents understood this to mean that their children should speak only in Spanish. As indicated by previous responses, this has been consistently rejected as English has also been considered important. No significant differences were produced by the demographic variables.

Statement 59

BECAUSE OF A LACK OF SUFFICIENT KNOWLEDGE OF ENGLISH, SPANISH SPEAKING CHILDREN DROP OUT OF SCHOOL.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	3.18	3.22	3.15	3.36	3.00
Standard Deviation:	1.54	1.55	1.53	1.50	1.58
t Statistic		.35		1.74 Significant	

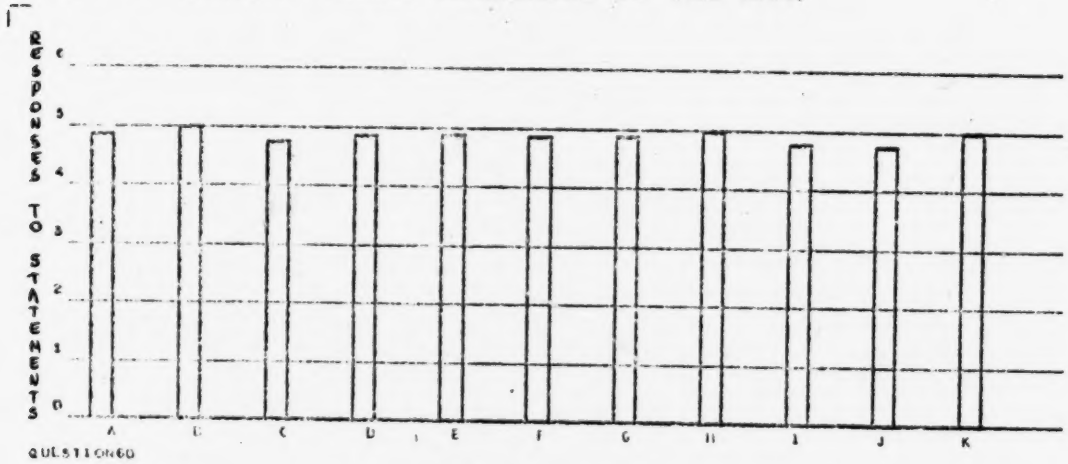
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	3.18	3.18	2.99	3.37
	1.51	1.57	1.53	1.53
t Statistic	.00		1.84 Significant	

	Stable Population Sample	Transient Sample
	3.15	3.22
	1.53	1.55
t Statistic	.35	

The mean located in the middle range of the scale suggested that the subjects were undecided as to what they believed about this statement, or that they had no strong opinion. However, when the standard deviation was taken into consideration, it seemed obvious that many of the subjects agreed with the statement while many others disagreed. This statement produced a significant difference among those more educated, indicating that the more educated recognized that lack of English proficiency affected school performance. Other demographic variables did not affect attitudes.

Statement 60

I FIND A SPANISH ACCENT AGREEABLE TO THE EAR.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.87	4.99	4.75	4.86	4.88
Standard Deviation:	.97	.84	1.08	1.08	.85
t Statistic		1.81 Significant		.14	

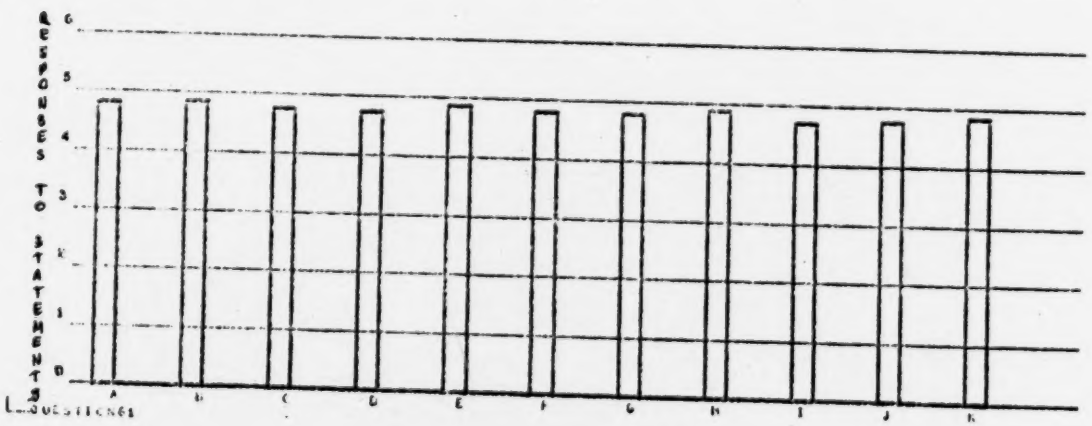
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	4.86	4.88	4.97	4.77
	.96	.99	.89	1.04
t Statistic	.14		1.52	

	Stable Population Sample	Transient Sample
	4.75	4.99
	1.08	.84
t Statistic	1.81 Significant	

A significant difference in attitude was reflected in the lower income group. Those in the lower income group, who perhaps spoke with an accent, did not find an accent disagreeable when compared to those in the middle income group. A mean of 4.87 for the total population with a wide spread of standard deviation in the total distribution indicated a more heterogeneous attitude. The transient population reacted more favorably to this statement than did the stable population. The remaining demographic variables did not produce significant differences in attitudes.

Statement 61

REMOVING A SPANISH ACCENT SHOULD BE ONE OF THE GOALS OF BILINGUAL EDUCATION.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	4.80	4.85	4.75	4.74	4.87
Standard Deviation:	1.38	1.35	1.41	1.50	1.23
t Statistic		.54		.73	

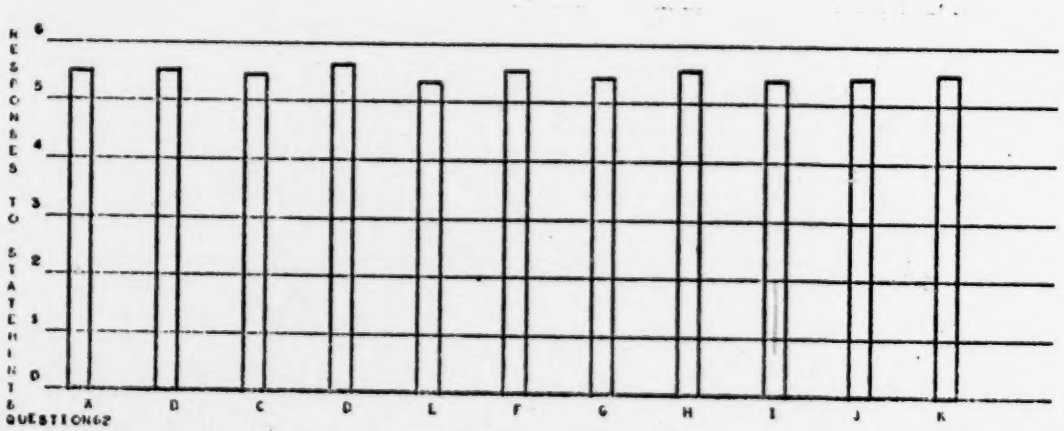
Male Sample	Female Sample	Less Educated Sample	More Educated Sample
4.80	4.81	4.89	4.72
1.40	1.36	1.36	1.40
t Statistic .05		.93	

Stable Population Sample	Transient Sample
4.75	4.85
1.41	1.35
t Statistic .54	

The group as a whole rejected this as a goal of bilingual education. A wide spread of standard deviation indicated variability of responses. This statement when compared with statement number 33, which is the same statement worded differently, produced a similar mean. This indicated that the group was not concerned with the stereotyping that has been made of one who speaks with an accent. There were no differences between other groups.

Statement 62

THE ENGLISH SPEAKING CHILD SHOULD BE TAUGHT ABOUT THE SPANISH CULTURE.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.49	5.52	5.45	5.63	5.35
Standard Deviation:	.62	.52	.71	.61	.67
t Statistic		.76		3.26 Significant	

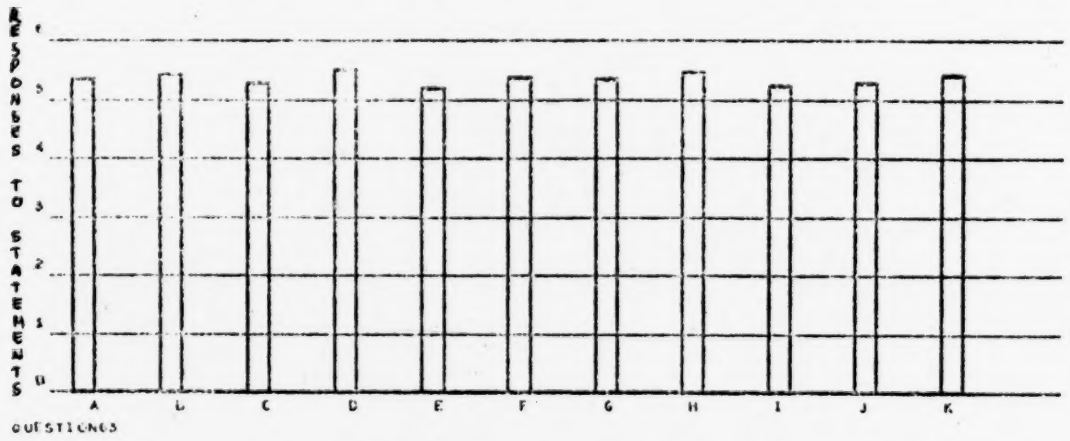
	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.55	5.43	5.56	5.41
	.53	.69	.50	.72
t Statistic	1.41		1.85 Significant	

	Stable Population Sample	Transient Sample
	5.45	5.52
	.71	.52
t Statistic	.76	

A high mean of 5.49 for the total population along with a small spread of the standard deviation indicated that most of the population strongly agreed with this statement. A significant difference resulted between age groups. Those under 35 years of age agreed more strongly with the statement than did those over age 35. Amount of education also affected the responses, as the less educated reacted more strongly than those with more education. No significant differences were noted in the remaining demographic variables.

Statement 63

THE TEACHING OF SPANISH TO THE ENGLISH SPEAKING CHILD WILL AID HIM IN UNDERSTANDING THE CULTURE OF THE SPANISH SPEAKING CHILD.



Different Groups

	Total Population	Lower Income Sample	Medium Income Sample	Under Age 35 Sample	Over Age 35 Sample
Mean:	5.36	5.43	5.30	5.52	5.21
Standard Deviation:	.82	.71	.91	.74	.91
t Statistic		1.15		2.75 Significant	

	Male Sample	Female Sample	Less Educated Sample	More Educated Sample
	5.37	5.35	5.47	5.25
	.88	.75	.77	.85
t Statistic	.16		1.99 Significant	

	Stable Population Sample	Transient Sample
	5.30	5.43
	.91	.71
t Statistic	1.15	

A significant difference resulted between age groups. Those parents under age 35 more strongly agreed with the statement than those over age 35. A high mean of 5.36 also indicated that the total population had a strong favorable opinion. Those with less education had a more favorable opinion than those with more education. The responses to this statement were consistent with previous responses in that language was viewed as an aid to breaking down barriers created perhaps by the inability to communicate in another language. Significant differences were not produced by the remaining demographic variables.

DISCUSSION

The results of this study indicate that the most important variable in distinguishing difference between groups was age. Socioeconomic status, sex, education and mobility did not produce as many significant differences as did age. There were individual statements that were affected by each variable; however, of the sixty-three items in the questionnaire, thirty-nine of the items showed a significant difference in which age was a factor. Eight of the sixty-three items showed that mobility reflected a significant difference in attitude. These statements were related in that the items were about the status of Spanish language in the curriculum. It would therefore indicate that this group had a high positive feeling about the Spainish language and were desirous of having it included in the curriculum.

Fourteen of the sixty-three items showed a significant difference based on education. Thirteen of the group with an education under 9.8 grades reacted more positively than those with a higher education. On one item, those above 9.8 showed a stronger response. The items to which this group responded were also based on the teaching of Spanish. The statements clearly reflected a need to maintain their language as a viable means of communication. The parents, this writer believes, are insisting that their language is an important factor for a balanced communication system in the world they want and do operate in. They are

desirous that their children obtain this balance in their education. Five of the sixty-three items reflected a significant difference based on sex. On three of the items the male population reacted more strongly. These three items were related as they all dealt with the amount or emphasis Spanish should be given in the curricula. The two items in which the female population reacted more strongly dealt with the value of the Spanish language. This suggested that the population insisted that educators note the parents desire to implement Spanish in any program for their children. Eight statements out of sixty-three showed a significant difference based on socio-economic status. Of the eight, five showed that the lower income group felt more strongly than the middle income group. These items had reference to making Spanish a part of the curricula. Again, the positive reactions across all variables indicated the strong desire of this group to develop and maintain a knowledge of the Spanish language. Since there were few significant differences between income groups, the categories determining socio-economic status as defined by Warner (1949, pp. 140-141) between the upper-lower class and lower-middle class were too close to affect attitudes.

The majority of the statements produced a high score, i.e., a positive attitude. It would therefore indicate that the group was fairly homogeneous. There were, however, statements within each grouping to which

the subjects responded positively and to which they responded negatively. When the mean for each group was compared with the results for the individual statement within each sample group, the result indicated that the group was homogeneous. Compilation of statistical data used in this study may be found in Appendix 6.

In analyzing the demographic data, the results showed that 97.7 of the respondents were born in the United States, 93.2 of the parents were born in the United States and 86.8 of the respondents' grandparents were born in the United States (Table II).

The mean age of the respondents was 36.3 and had a mean number of 4.3 children. The mean number of years of schooling for the respondents was 9.8. Respondents had lived 18.5 years in the community, 33.5 in New Mexico, and 33.8 in the Southwest (Table II).

Of the total population, 86.3 percent first learned Spanish at home, 10.9 percent learned English first, and 2.3 percent learned both languages at the same time (Table II).

The information presented in Table I may be summarized as follows: 56.4 percent of the respondents spoke Spanish with their spouse, 24.5 percent spoke English and 19.1 percent spoke both languages with their spouses. The percentage of respondents who spoke Spanish with their children was 22.7, while 52.7 percent spoke English, and 24.5 percent spoke both languages with their children. With their

relatives, there were 66.4 percent of the respondents who spoke Spanish, 13.6 percent who spoke English and 20.0 percent who spoke both languages. With friends, 46.4 percent spoke Spanish, 22.7 spoke English, and 30.9 spoke both languages.

This information indicated that while all the parents ahd positive attitudes toward bilingual education and were desirous of having their language and culture preserved, the majority of the parents spoke English with their children. This suggested that they were losing their language and/or did not desire to communicate with their children in Spanish. This was more apparent among the parents who were under age 36. If this is so, then one can ask why bilingual education is necessary. It can be said that apart from encouraging diverse knowledge of languages, these respondents still maintained a relationship with parents, spouse, children, relatives and friends in which Spanish was used. The fact that it lessened to the degree that only 19.84 percent of the respondents spoke Spanish with their children indicated that this group provided a lesser Spanish-speaking environment than did their parents. This was reflected in the high number of respondents in the 36 years-and-less group who spoke only English with their children, e.g., 126 compared with 200 respondents. In this same age group, 52.36 percent spoke Spanish with their spouse, 62.69 percent with their relatives, 48.41 percent with their friends, and 84.12

percent first learned Spanish at home.

Again, this demonstrated that the parents were anxious that their children learn English and believed they must reinforce the school setting rather than their home setting. It would at first seem contradictory when the results showed that they were for bilingual education. It is interesting to note that this group had more positive attitudes toward bilingual education than their older counterparts.

Of the age groups 37 through 66, 61.70 percent spoke Spanish with their spouse, 26.59 percent with their children, 71.27 percent with their relatives, 43.61 percent with friends, and 93.61 percent first learned Spanish at home (Table I).

Comparing the two groups, it is evident that among the younger group there was a decline in the use of Spanish with their spouses, children, and relatives, and as a first language learned at home. In the younger group there was an increase in the use of Spanish with their friends, which suggested an effort to communicate with their friends who spoke Spanish with them than did the older group who spoke less Spanish with their friends.

There were no significant differences in the groups' attitudes toward bilingual education. The high mean of 5.27 for the total population indicated a positive attitude, while the mean for the total population regarding attitudes toward use of Spanish in the curriculum was only 4.73, which was nevertheless positive. The total mean for the population was 5.11 in responding to the statements regarding attitudes

toward culture. This indicated that the total population was homogeneous in its positive attitudes in these areas (Tables III, IV, and V).

It appeared that parents who had their children in bilingual programs had positive attitudes toward this kind of education. This conclusion was based on the results of the study, since all the subjects had children in bilingual programs. The indication of the parents' enthusiasm was reflected throughout the responses to the questionnaire.

Significance of this study has relevance for future bilingual programs. More data is needed for comparison with other parents whose children are not in bilingual programs.

SUMMARY

The purpose of this chapter was to analyze the statistical data for each question. The responses to the questionnaires reflected parents' attitudes toward bilinqual programs. A t-test was applied to every question, and each set of analyses included specific demographic variables.

A discussion of the results showed that of all the demographic variables considered in this study, age of subjects was the only variable which reflected a significant difference in parents' attitudes. Those under thirty-five years of age responded more postively than those over thirty-five.

TABLE 1

PERCENTAGE OF RESPONDENTS WHO SPEAK SPANISH

AGE	NUMBER OF RESPONDENTS	WITH SPOUSE	WITH CHILDREN	WITH RELATIVES	WITH FRIENDS	FIRST LEARNED AT HOME
24	1	0	0	100	100	100
25	9	44	11	44	44	67
26	11	45	0	45	18	55
27	5	20	20	60	20	80
28	19	47	11	68	32	84
29	16	44	6	50	44	94
30	11	64	18	55	45	82
31	14	57	21	57	71	100
32	12	50	33	67	67	75
33	5	80	60	100	60	100
34	6	50	33	83	67	100
35	8	50	37	63	63	75
36	9	89	33	89	56	100
37	5	60	0	60	20	60
38	11	36	0	64	18	91
39	8	63	25	75	75	100
40	8	50	50	37	37	88
41	4	50	50	50	50	100
42	9	44	22	78	44	100
43	4	100	50	100	75	100
44	5	60	0	80	20	80
45	5	80	40	80	80	100
46	2	100	100	100	100	100
47	3	33	0	33	33	67
48	6	67	17	83	33	100
49	3	100	33	100	33	100
50	4	75	0	75	25	100
51	5	80	60	60	40	80
52	2	50	0	50	0	100
53	1	100	0	100	0	100
54	3	33	33	67	33	33
55	0					
56	1	100	100	100	100	100
57	1	100	0	100	0	100
58	1	100	100	100	100	100
59	0					
60	0					
61	1	100	0	100	100	100
62	0					
63	1	100	100	100	100	100
64	0					
65	0					
66	1	0	0	100	100	100

TABLE 2

RESPONDENTS' DEMOGRAPHIC DATA

	SAMPLE SIZE	PERCENT OF POPULATION
RESPONDENTS	220	100.0
MALE RESPONDENTS	110	50.0
FEMALE RESPONDENTS	110	50.0
WARNER MIDDLE INCOME GROUP	110	50.0
WARNER LOWER INCOME GROUP	110	50.0
RESPONDENTS BORN IN USA	215	97.7
PARENTS BORN IN USA	205	93.2
GRANDPARENTS BORN IN USA	191	86.8

DEMOGRAPHIC STATISTICS

	MEAN	STANDARD DEVIATION
RESPONDENTS AGE	36.3	8.7
NUMBER OF CHILDREN	4.3	2.2
YEARS OF SCHOOL	9.8	2.8
YEARS LIVING IN THE COMMUNITY	18.5	15.7
YEARS LIVING IN NEW MEXICO	33.5	12.0
YEARS LIVING IN THE SOUTHWEST	33.8	11.5

LINGUISTIC BACKGROUND (PERCENT)

	SPANISH	ENGLISH	BOTH
FIRST LEARNED AT HOME	86.8	10.9	2.3
SPOKEN WITH SPOUSE	56.4	24.5	19.1
SPOKEN WITH CHILDREN	22.7	52.7	24.5
SPOKEN WITH RELATIVES	66.4	13.6	20.0
SPOKEN WITH FRIENDS	46.4	22.7	30.9

TABLE 3

ATTITUDES TOWARD THE BILINGUAL EDUCATION PROGRAM

	TOTAL POPULATION	LOWER INCOME SAMPLE	MEDIUM INCOME SAMPLE	UNDER AGE 35 SAMPLE	OVER AGE 35 SAMPLE
MEAN	5.27	5.24	5.30	5.37	5.16
STANDARD DEVIATION	.94	.97	.90	.30	1.28
t STATISTIC		.45		1.66	

	MALE SAMPLE	FEMALE SAMPLE	LESS EDUCATED SAMPLE	MORE EDUCATED SAMPLE	STABLE POPL. SAMPLE	TRANSIENT SAMPLE
MEAN	5.26	5.28	5.32	5.22	5.30	5.24
STANDARD DEVIATION	.98	.89	.92	.95	.90	.97
t STATISTIC	.18		.77		.45	

TABLE 4

ATTITUDES TOWARD CULTURE

	TOTAL POPULATION	LOWER INCOME SAMPLE	MEDIUM INCOME SAMPLE	UNDER AGE 55 SAMPLE	OVER AGE 55 SAMPLE
MEAN	5.11	5.15	5.08	5.22	4.99
STANDARD DEVIATION	1.12	1.10	1.14	.70	1.41
t STATISTIC		.37		1.49	

	MALE SAMPLE	FEMALE SAMPLE	LESS EDUCATED SAMPLE	MORE EDUCATED SAMPLE	STABLE POPL. SAMPLE	TRANSIENT SAMPLE
MEAN	5.12	5.09	5.16	5.05	5.08	5.13
STANDARD DEVIATION	1.14	1.10	1.13	1.11	1.14	1.10
t STATISTIC	.17		.70		.37	

TABLE 5

ATTITUDES TOWARD USE OF SPANISH IN THE CURRICULUM

	TOTAL POPULATION	LOWER INCOME SAMPLE	MEDIUM INCOME SAMPLE	UNDER AGE 35 SAMPLE	OVER AGE 35 SAMPLE
MEAN	4.73	4.75	4.70	4.82	4.64
STANDARD DEVIATION	1.52	1.50	1.55	1.27	1.73
t STATISTIC		.21		.87	

	MALE SAMPLE	FEMALE SAMPLE	LESS EDUCATED SAMPLE	MORE EDUCATED SAMPLE	STABLE POPL. SAMPLE	TRANSIENT SAMPLE
MEAN	4.73	4.73	4.80	4.65	4.70	4.75
STANDARD DEVIATION	1.54	1.50	1.49	1.54	1.53	1.50
t STATISTIC	.00		.72		.21	

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to investigate attitudes of parents, whose children were in bilingual programs, toward bilingual education. The study also sought to find if differences existed between income groups because of sex, age, mobility, and education.

Two hundred and twenty persons (or 110 pairs of parents) whose children were in bilingual programs in ten schools in the Albuquerque Public School System comprised the sample. They were divided into two socioeconomic groups, lower-middle and upper-lower, and subdivided by age, mobility, sex and education. Each pair of parents was administered a sixty-three item questionnaire by trained Spanish-speaking interviewer. The questionnaire was given simultaneously to both parents at their home. All of the responses were obtained within a two-week period in order to prevent time from being a variable which might have produced differences in attitudes. T-tests were used to determine whether significant differences existed between the two groups on each question.

CONCLUSIONS

The following conclusions apply only to the sample used

in this study.

The mean scores for the total population were high on most of the statements, indicating an homogeneous positive attitude toward bilingual education. There were few significant differences between socioeconomic groups. Of the other independent variables, age produced the most significant differences. This indicated that those parents under age 35 were more positive in their attitudes than were the older group. This was significant if compared with other variables. Those under 35 spoke less Spanish with their children, but had a more positive attitude toward bilingual education, possibly because of a strong need for cultural identity. Amount of education did not seem to alter this attitude significantly. In several instances, however, the amount of mobility reflected significantly the response toward certain statements. The lower socioeconomic group reflected stronger attitudes. Again it was indicated that the lower-class transient parent needed to identify with the culture. Coming to a larger metropolitan area from a smaller community may have been a factor emphasizing the need for cultural identity.

Exposure to bilingual education for both groups produced a favorable response. This study indicated that parents enthusiastically approved of the on-going programs to which their children were being exposed.

RECOMMENDATIONS

The attitudes of the parents investigated in this study

demonstrated a strong sentiment for becoming or remaining a bilingual-bicultural society. Our educational system can be the vanguard in fulfilling this demonstrated desire. Based on the data from this study, the writer recommends that the following positive steps be taken:

1. Expansion of bilingual-bicultural programs.
2. Assessment of the desires and needs of the community before a particular bilingual-bicultural program is initiated to determine the validity of an existing program.
3. Availability of Spanish in the curriculum in all grades of all schools to children of all ethnic backgrounds.
4. Increase of programs by universities to provide sufficient competent teachers trained for bilingual-bicultural programs.
5. Inclusion of a cultural component in every bilingual program.
6. Development of materials relevant to the Mexican-American culture which reflect the objectives and curricula of any bilingual program.

Future studies could serve to substantiate and amplify this study. Areas recommended for future studies are:

1. The use of greater socioeconomic variance within the sample group.
2. Inclusion of parents whose children are not in bilingual programs in the sample group.
3. Use of a sample group with a mean education of at least 12.0 years, whereas for the purpose of this study a mean of 9.8 years was used. (Table II)
4. Broader regional studies to determine the degree of variance, if any, of parental attitudes within the region.

5. A longitudinal study be made to compare results with the present study.

6. That this investigator's questionnaire be used again with a different group.

APPENDICES

APPENDIX 1

PARENTAL ATTITUDE QUESTIONNAIRE

	STRONGLY AGREE	AGREE	MILDLY AGREE	MILDLY DISAGREE	DISAGREE	STRONGLY DISAGREE
(1) The Spanish speaking child should be taught only in Spanish.						
(2) The Spanish speaking child should be taught only in English.						
(3) The Spanish speaking child should be taught in English and Spanish in equal amounts.						
(4) Spanish and English should be taught to Spanish speaking children beginning from the first grade.						
(5) Spanish only should be taught to Spanish speaking children beginning from the first grade.						
(6) English only should be taught to Spanish and English speaking children beginning from the first grade.						
(7) The English speaking child should be taught only in Spanish in the first grade.						
(8) The English speaking child should be taught English and Spanish in equal amounts in the first grade.						
(9) Spanish only should have been taught when you were in the elementary school.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(10) English only should be taught in the elementary grades.						
(11) Spanish and English should be taught to English speaking children beginning from the first grade.						
(12) Spanish should not be taught in the elementary grades as children will learn to speak with an accent.						
(13) The English speaking child should be taught to speak Spanish fluently.						
(14) The teaching of Spanish to Spanish speaking children will make them feel differently from the rest of the children of the same age.						
(15) School should not be conducted in Spanish after the third grade.						
(16) The teaching of Spanish to the Spanish speaking child interferes in communicating with those who do not speak Spanish.						
(17) The teaching of Spanish to the Spanish speaking child aids in his communicating with others.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(18) The teaching of Spanish to the Spanish speaking child helps him relate ideas and experiences of the home with those in the school.						
(19) The teaching of Spanish to the Spanish speaking child interferes with the adjustment in the school setting.						
(20) Spanish should be taught in high school only.						
(21) Spanish should be used only as a bridge to English.						
(22) Teachers should not allow children to speak Spanish in the school.						
(23) English speaking children should learn Spanish.						
(24) The Spanish language has no value in this country.						
(25) All Spanish speaking parents should encourage the teaching of English and Spanish in the schools.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(26) All Spanish speaking parents should encourage schools to teach only in English.						
(27) The State Department of Education should see that enough Spanish speaking teachers are available.						
(28) It is up to the universities to offer courses that fit the needs of bilingual children.						
(29) The Spanish speaking child should be taught to speak Spanish fluently.						
(30) The Spanish speaking child should be taught to speak English fluently.						
(31) From what I know about Bilingual Education Programs they are of little value.						
(32) Bilingual Education programs should be made available to everyone.						
(33) The goal of Bilingual Education should be to remove a Spanish accent						
(34) Respect for the values of culturally different groups should be taught.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(35) A good bilingual program should teach both the language and about the culture.						
(36) A teacher should understand the cultures that exist in the Southwest.						
(37) The teaching of Spanish to the English speaking child will aid him in understanding the ideas and experiences of the Spanish speaking child.						
(38) The teaching of Spanish to the English speaking child will aid him in communicating with the Spanish speaking child.						
(39) English speaking children should be given the same opportunity to learn Spanish as are Spanish speaking children.						
(40) English speaking children should be in bilingual programs.						
(41) English speaking parents should encourage their children to speak Spanish.						
(42) The needs of the communities should be assessed before a bilingual program is started.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(43) The Spanish speaking child should be taught about the Spanish culture.						
(44) The teaching of Spanish aids teachers and students in the better understanding of the Spanish family.						
(45) The teaching of Spanish aids in the better understanding of the Spanish community.						
(46) The teaching about the Spanish culture in the schools aids the Spanish speaking child in understanding the views of parents and grandparents.						
(47) With the teaching of Spanish in the schools the Spanish speaking child feels better about himself.						
(48) With the teaching of Spanish, the Spanish speaking child and English speaking child will understand each other better.						
(49) A Spanish speaking child should be taught in English only to prepare him to compete in an English speaking society.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(50) A Spanish speaking child taught in Spanish will meet with better success in school.						
(51) Children should be encouraged to speak Spanish at home if they are able to speak it.						
(52) Children should be encouraged to speak Spanish all the time if they are able to speak it.						
(53) Since this is an English speaking society children should be encouraged to speak English only.						
(54) The teaching of Spanish will divide groups against each other.						
(55) The teaching of Spanish will unite groups towards brotherly love.						
(56) Spanish speaking parents should not allow their children to speak Spanish at home.						
(57) All Spanish speaking children should feel proud they can speak Spanish.						
(58) All Spanish surnamed children should speak Spanish.						

	Strongly Agree	Agree	Mildly Agree	Mildly Disagree	Disagree	Strongly Disagree
(59) Because of a lack of sufficient knowledge of English, Spanish speaking children drop out of school.						
(60) I find a Spanish accent agreeable to the ear.						
(61) Removing a Spanish accent should be one of the goals of Bilingual Education.						
(62) The English speaking child should be taught about the Spanish culture.						
(63) The teaching of Spanish to the English speaking child will aid him in understanding the culture of the Spanish speaking child.						

APPENDIX 2

KEY TO INTERPRETATION OF PARENT ATTITUDE QUESTIONNAIRE

ATTITUDES TOWARD THE BILINGUAL EDUCATION PROGRAM

3. The Spanish speaking child should be taught in English and Spanish in equal amounts.
6. English only should be taught to Spanish and Anglo children beginning from the first grade.
8. The English speaking child should be taught in English and Spanish at the same time in equal amounts in the first grade.
12. Spanish should not be taught in the elementary grades as children will learn to speak with an accent.
13. The Anglo child should be taught to speak Spanish fluently.
15. School should not be conducted in Spanish after the third grade.
16. The teaching of Spanish to the Spanish speaking child interferes in communicating with those who do not speak Spanish.
17. The teaching of Spanish to the Spanish speaking child aids in his communication with others.
18. The teaching of Spanish to the Spanish speaking child helps him relate the ideas and experiences of the home with those in the school.
19. The teaching of Spanish to the Spanish surnamed child interferes with the adjustment in the school setting.

20. Spanish should be taught in high school only.
21. Spanish should be used only as a bridge to English.
22. Teachers should not allow children to speak Spanish in the school.
23. English speaking children should learn Spanish.
24. The Spanish language has no value in this country.
25. All Spanish surnamed parents should encourage the teaching of English and Spanish in the schools.
26. All Spanish surnamed parents should encourage schools to teach only in English.
27. The State Department of Education should see that enough Spanish-speaking teachers are available.
28. It is up to the universities to offer courses that fit the needs of bilingual children.
29. The Spanish surnamed child should be taught to speak Spanish fluently.
30. The Spanish surnamed child should be taught to speak English fluently.
31. From what I know about Bilingual Education Programs they are of little value.
32. Bilingual Education Programs should be made available to everyone.
33. The goal of Bilingual Education should be to remove a Spanish accent.
34. Respect for the values of culturally different groups should be taught.

35. A good bilingual program should teach both the language and about the culture.
36. A teacher should understand the cultures that exist in the Southwest.
37. The teaching of Spanish to the Anglo child will aid him in understanding the ideas and experiences of the Spanish surnamed child.
38. The teaching of Spanish to the English speaking child will aid in his communication with the Spanish surnamed child.
39. English speaking children should be given the same opportunity to learn Spanish as are Spanish speaking children.
40. English speaking children should be in bilingual programs.
41. English speaking parents should encourage their children to learn Spanish.
42. The needs of the communities should be assessed before a bilingual program is started.
61. Removing a Spanish accent should be one of the goals of bilingual education.

ATTITUDES TOWARD USE OF SPANISH IN THE CURRICULUM

1. The Spanish speaking child should be taught only in Spanish.
2. The Spanish speaking child should be taught only in English.

3. The Spanish speaking child should be taught in English and Spanish in equal amounts.
4. Spanish and English should be taught to Spanish speaking children beginning from the first grade.
5. Spanish only should be taught to Spanish speaking children beginning from the first grade.
6. English only should be taught to Spanish and English children beginning from the first grade.
7. The English speaking child should be taught only in Spanish.
8. The English speaking child should be taught in English and Spanish in equal amounts in the first grade.
9. Spanish only should have been taught when you were in the elementary school.
10. English only should be taught in the elementary grades.
11. Spanish and English should be taught to English speaking children beginning from the first grade.
12. Spanish should not be taught in the elementary grades as children will learn to speak with an accent.
13. The English speaking child should be taught to speak Spanish fluently.
14. The teaching of Spanish to Spanish speaking children will make them feel different from the rest of the children of the same age.
15. School should not be conducted in Spanish after the third grade.
20. Spanish should be taught in high school only.

23. English speaking children should learn Spanish.
24. The Spanish language has no value in this country.
29. The Spanish speaking child should be taught to speak Spanish fluently.
30. The Spanish speaking child should be taught to speak English fluently.

ATTITUDES TOWARD CULTURE

18. The teaching of Spanish to the Spanish surnamed child helps him relate the ideas and experiences of the home with those in the school.
19. The teaching of Spanish helps the Spanish speaking child make an easier adjustment to the school setting.
43. The Spanish speaking child should be taught about the Spanish culture.
44. The teaching of Spanish in the school aids everyone in the better understanding of the Spanish family.
45. The teaching of Spanish aids in the better understanding of the Spanish community.
46. The teaching about the Spanish culture in the schools aids the Spanish speaking child in understanding the views of parents and grandparents.
47. With the teaching of Spanish in the schools the Spanish surnamed child feels better about himself.
48. With the teaching of Spanish, the Spanish speaking child and the English speaking child will understand each other better.

49. A Spanish speaking child should be taught English only to prepare him to compete in an English speaking society.
50. A Spanish speaking child taught in Spanish will meet with better success in the school.
51. Children should be encouraged to speak Spanish at home if they are able to speak it.
52. Children should be encouraged to speak Spanish all the time if they are able to speak it.
53. Since this is an English speaking society children should be encouraged to speak English only.
54. The teaching of Spanish will divide groups against each other.
55. The teaching of Spanish will unite groups towards brotherly love.
56. Spanish speaking parents should not allow their children to speak Spanish at home.
57. All Spanish speaking children should feel proud they can speak Spanish.
58. All Spanish surnamed children should speak Spanish.
59. Because of a lack of sufficient knowledge of English, Spanish speaking children drop out of school.
60. I find a Spanish accent agreeable to the ear.
61. Removing a Spanish accent should be one of the goals of bilingual education.
62. The Anglo child should be taught about the Spanish culture.

63. The teaching of Spanish to the English speaking child will aid him in understanding the culture of the Spanish speaking child.

APPENDIX 3

POSITIVE - NEGATIVE STATED ITEMS

POSITIVE STATEMENTS - Scored 6 through 1.

The following items are stated in a positive manner:

1	11	25	32	38	43	48	58
3	13	27	34	39	44	50	60
4	17	28	35	40	45	51	62
7	18	29	36	41	46	52	63
8	23	30	37	42	47	55	
9						57	

NEGATIVE STATEMENTS - Scored 1 through 6.

The following items are stated in a negative manner:

2	16	31	59
5	19	33	61
6	20	49	
10	21	53	
12	22	54	
14	24	56	
15	26		

APPENDIX 4

DATE _____

TIME OF DAY _____

DATE OF BIRTH _____

SEX _____
(MALE) (FEMALE)

WIDOW _____ WIDOWER _____ MARRIED _____ DIVORCED _____

HOW MANY CHILDREN DO YOU HAVE? _____

HOW MANY CHILDREN LIVE AT HOME? _____

WHAT GRADES ARE YOUR CHILDREN IN? _____

HAVE ANY OF YOUR CHILDREN EVER BEEN IN A BILINGUAL PROGRAM? _____

IF THE ANSWER IS YES, WHERE _____ WHEN _____

WHAT ARE THE AGES OF YOUR CHILDREN? _____

WHAT WAS THE LAST GRADE OF SCHOOL YOU COMPLETED? _____

WHAT IS THE OCCUPATION OF WIFE? _____
(BE SPECIFIC)

WHAT IS THE OCCUPATION OF HUSBAND? _____
(BE SPECIFIC)

1. WERE YOU BORN IN THE UNITED STATES? _____
2. WERE YOUR PARENTS BORN IN THE UNITED STATES? _____
3. WERE YOUR GRANDPARENTS BORN IN THE UNITED STATES? _____
4. HOW LONG HAVE YOU LIVED IN YOUR PRESENT COMMUNITY? _____
5. HOW LONG HAVE YOU LIVED IN NEW MEXICO? _____
6. HOW LONG HAVE YOU LIVED IN THE SOUTHWEST? _____
7. WHAT WAS THE LANGUAGE YOU FIRST LEARNED AT HOME? _____
8. WHAT LANGUAGE DO YOU USE MOST WITH YOUR HUSBAND? _____
9. WHAT LANGUAGE DO YOU USE MOST WITH YOUR WIFE? _____
10. WHAT LANGUAGE DO YOU USE MOST WITH YOUR CHILDREN? _____
11. WHAT LANGUAGE DO YOU USE MOST WITH RELATIVES? _____
12. WHAT LANGUAGE DO YOU USE MOST WITH FRIENDS? _____

APPENDIX 5

Dear Parents:

The Department of Elementary Education at the University of New Mexico in cooperation with the Albuquerque Public Schools is conducting a research project on parental attitudes toward Bilingual Education.

We are very much interested in your opinion as a parent and we would like for you to fill out the questionnaire which will be given you by an interviewer. Your cooperation in this research will be of great benefit towards forwarding scientific knowledge in this important area, and towards helping us understand certain needs that our children have.

An interviewer will read with you the items on the questionnaire. If you have any questions as to wording, please feel free to ask the interviewer to explain the item. You are not to ask the interviewer for his or her opinion as you are to answer the questionnaire according to your own beliefs. There are no right or wrong answers, since people's opinions differ. We are interested in these differences. Please do not try to make any type of impression, since this is an objective, scientific study without any bias in one direction or another.

Two interviewers, one female and one male, will be coming to your home. The male interviewer will interview the husband and the female interviewer will interview the wife. Please answer the questionnaire without discussion of the items with any member of the family, with the exception of the interviewer who will only explain the item if necessary. Answer each question as best you can.

It is not necessary that you sign the questionnaire. We have given your questionnaire a number so that you will remain anonymous.

We appreciate your cooperation in this important study.

FILMED FROM BEST AVAILABLE COPY

APPENDIX 6

Deleted Due to Illegibility

SUMMARY OF STATISTICAL DATA
(Attitudes Toward Bilingual Education: A Study
of Parents with Children in Selected Bilingual Programs)

State-ment	Total Popl.		Lower Income		Medium Income		t Stat.	Under Age 35		Over Age 35		t Stat.	Male		Female		t Stat.	Less Educated		More Educated		t Stat.	Stable Popl.		Transient Popl.		t Stat.
	M	SD	M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		N	SD	M	SD		M	SD	M	SD	
1[1]	1.93	.76	1.87	.82	1.78	.69	.88[3]	1.87	.58	1.78	.91	.88[3]	1.82	.85	1.84	.65	.18[3]	1.84	.75	1.82	.78	.18[3]	1.78	.69	1.87	.82	.88[3]
2[2]	5.24	.70	5.28	.74	5.25	.65	.39[3]	5.38	.73	5.15	.69	2.46[4]	5.26	.79	5.26	.60	.00[3]	5.30	.55	5.23	.62	.77[3]	5.25	.65	5.28	.74	.39[3]
3[1]	5.32	.92	5.44	.80	5.21	1.01	1.84[4]	5.38	.94	5.26	.92	.94[3]	5.43	.85	5.22	.98	1.69[4]	5.55	.57	5.09	1.12	3.85[4]	5.21	1.01	5.44	.99	1.84[4]
4[1]	5.34	.99	5.36	.95	5.32	.84	.37[3]	5.38	.88	5.30	.93	.67[3]	5.45	.76	5.24	1.01	1.73[4]	5.50	.74	5.13	1.01	2.66[4]	5.32	.84	5.36	.95	.37[3]
5[2]	5.15	.74	5.15	.81	5.16	.67	.18[3]	5.20	.74	5.11	.75	.90[3]	5.08	.81	5.23	.66	1.46[3]	5.17	.69	5.14	.79	.35[3]	5.16	.67	5.15	.81	.18[3]
6[2]	5.16	1.02	5.09	1.20	5.20	.80	.79[3]	5.27	.91	5.02	1.13	1.83[4]	5.01	1.12	5.28	.88	2.00[4]	5.15	1.10	5.14	.93	.13[3]	5.20	.80	5.02	1.20	.79[3]
7[1]	1.95	.98	2.07	1.16	1.82	.75	1.09[3]	2.02	.87	1.87	1.09	1.09[3]	2.02	1.10	1.87	.85	1.09[3]	1.99	1.03	1.90	.93	.69[3]	1.82	.75	2.07	1.16	1.92[4]
8[1]	5.08	1.19	5.23	1.00	4.94	1.34	1.82[4]	5.26	.99	4.90	1.37	2.24[4]	5.25	1.03	4.92	1.32	2.05[4]	5.15	1.17	5.02	1.21	.79[3]	4.94	1.34	5.23	1.00	1.82[4]
9[1]	1.87	.82	1.95	.90	1.78	.72	1.57[3]	1.95	.74	1.79	.89	1.39[3]	1.87	.82	1.86	.81	.08[3]	1.86	.92	1.87	.70	.08[3]	1.78	.72	1.95	.90	1.57[3]
10[2]	5.21	.87	5.26	.85	5.15	.89	.93[3]	5.24	.92	5.19	.82	.46[3]	5.22	.96	5.20	.77	.15[3]	5.29	.74	5.13	.97	1.40[3]	5.15	.89	5.26	.85	.93[3]
11[1]	5.18	1.03	5.16	1.04	5.19	1.02	.20[3]	5.23	1.05	5.13	1.02	.71[3]	5.25	1.05	5.11	1.00	.98[3]	5.31	.84	5.05	1.18	1.90[4]	5.19	1.02	5.16	1.04	.20[3]
12[2]	5.25	.71	5.26	.68	5.25	.74	.09[3]	5.40	.69	5.12	.77	2.86[4]	5.20	.68	5.32	.74	1.23[3]	5.31	.58	5.21	.82	1.04[3]	5.25	.74	5.26	.68	.09[3]
13[1]	4.81	1.19	4.89	1.21	4.83	1.16	.17[3]	4.90	1.08	4.73	1.30	1.07[3]	4.83	1.26	4.80	1.11	.17[3]	5.09	1.01	4.54	1.28	3.55[4]	4.83	1.16	4.80	1.21	.17[3]
14[2]	5.13	1.04	5.17	1.00	5.08	1.07	.65[3]	5.42	.78	4.94	1.24	4.15[4]	5.08	1.11	5.17	.95	.65[3]	5.22	.98	5.04	1.09	1.30[3]	5.08	1.07	5.17	1.00	.65[3]
15[2]	5.24	.96	5.26	.92	5.22	.99	.35[3]	5.37	.91	5.11	1.03	2.01[4]	5.18	1.09	5.30	.80	.91[3]	5.31	.86	5.17	1.04	1.05[3]	5.22	.99	5.26	.92	.35[3]
16[2]	5.02	1.05	4.96	1.12	5.08	.96	.84[3]	5.09	1.07	4.95	1.03	.96[3]	5.03	1.08	5.02	1.01	.06[3]	5.01	1.17	5.04	.90	.19[3]	5.08	.96	4.96	1.12	.84[3]
17[1]	5.28	.91	5.26	.93	5.30	.88	.30[3]	5.34	.96	5.23	.86	.88[3]	5.24	1.00	5.33	.80	.74[3]	5.43	.77	5.14	1.00	2.40[4]	5.30	.88	5.25	.93	.30[3]
18[1]	5.24	.83	5.30	.84	5.26	.83	.32[3]	5.42	.77	5.15	.92	2.38[4]	5.25	.90	5.31	.76	.48[3]	5.36	.75	5.20	.90	1.46[3]	5.26	.83	5.39	.84	.32[3]

SUMMARY OF STATISTICAL DATA
(Attitudes Toward Bilingual Education: A Study of Parents with Children in Selected Bilingual Programs)

State-ment	Total Popl.		Lower Income		Medium Income		t Stat.	Under Age 35		Over Age 35		t Stat.	Male		Female		t Stat.	Less Educated		More Educated		t Stat.	Stable Popl.		Transient Popl.		t Stat.
	M	SD	M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		M	SD	M	SD	
19[2]	5.13	.96	5.03	1.07	5.24	.82	1.62[3]	5.32	.86	4.95	1.07	2.84[4]	5.15	1.01	5.11	.91	.35[3]	5.13	1.07	5.14	.94	.07[3]	5.24	.82	5.03	1.07	1.62[3]
20[2]	5.28	.86	5.22	.94	5.35	.77	1.10[3]	5.45	.75	5.11	.97	2.93[4]	5.20	.97	5.36	.72	1.41[3]	5.29	.81	5.27	.90	.16[3]	5.35	.77	5.22	.94	1.10[3]
21[2]	5.24	.96	5.17	1.09	5.30	.80	.98[3]	5.29	1.03	5.18	.89	.84[3]	5.17	.97	5.30	.94	.98[3]	5.26	1.02	5.21	.90	.42[3]	5.30	.80	5.17	1.09	.98[3]
22[2]	5.43	.82	5.39	.84	5.46	.79	.66[3]	5.55	.81	5.31	.86	2.10[4]	5.47	.86	5.38	.77	.82[3]	5.50	.74	5.35	.89	1.32[3]	5.45	.79	5.39	.84	.66[3]
23[1]	5.15	.98	5.13	1.02	5.17	.94	.34[3]	5.15	1.08	5.15	.87	.07[3]	5.13	1.09	5.17	.86	.34[3]	5.18	1.03	5.12	.93	.48[3]	5.17	.94	5.13	1.02	.34[3]
24[2]	5.54	.89	5.49	.87	5.58	.91	.75[3]	5.65	.95	5.43	.86	1.78[4]	5.42	1.06	5.65	.67	1.98[4]	5.55	.80	5.52	.97	.30[3]	5.58	.91	5.49	.87	.75[3]
25[1]	5.50	.77	5.45	.85	5.56	.68	1.13[3]	5.65	.78	5.35	.79	2.82[4]	5.49	.75	5.52	.79	.26[3]	5.54	.66	5.47	.87	.61[3]	5.56	.68	5.45	.85	1.13[3]
26[2]	5.39	.78	5.33	.83	5.45	.72	1.12[3]	5.45	.90	5.33	.67	1.10[3]	5.31	.96	5.46	.53	1.47[3]	5.41	.78	5.36	.78	.43[3]	5.45	.72	5.33	.83	1.12[3]
27[1]	5.55	.66	5.58	.51	5.52	.77	.72[3]	5.63	.78	6.47	.56	1.71[4]	5.56	.58	5.54	.63	.31[3]	5.61	.51	5.49	.77	1.34[3]	5.52	.77	5.58	.51	.72[3]
28[1]	5.28	.81	5.33	.71	5.39	.81	.91[3]	5.39	.81	5.16	.84	2.04[4]	5.25	.80	5.30	.82	.41[3]	5.28	.75	5.27	.86	.08[3]	5.23	.89	5.33	.71	.91[3]
29[1]	5.38	.86	5.39	.78	5.37	.94	.16[3]	5.35	1.06	5.41	.59	.47[3]	5.41	.88	5.35	.85	.47[3]	5.50	.76	5.26	.94	2.04[4]	5.37	.94	5.39	.78	.16[3]
30[1]	5.41	.85	5.38	.75	5.45	.93	.56[3]	5.45	.99	5.38	.68	.35[3]	5.45	.80	5.37	.88	.72[3]	5.45	.77	5.37	.91	.72[3]	5.45	.93	5.38	.75	.56[3]
31[2]	5.29	.99	5.34	.90	5.24	1.08	.74[3]	5.41	1.04	5.16	.97	1.81[4]	5.23	1.01	5.35	.98	.88[3]	5.29	1.07	5.28	.91	.07[3]	5.24	1.08	5.34	.90	.74[3]
32[1]	5.41	.67	5.35	.76	5.47	.57	1.41[3]	5.56	.59	5.25	.77	3.32[4]	5.45	.66	5.36	.68	1.00[3]	5.38	.75	5.44	.58	.60[3]	5.47	.57	5.35	.76	1.41[3]
33[2]	5.06	1.20	5.11	1.09	5.02	1.31	.56[3]	5.14	1.29	4.99	1.12	.89[3]	5.01	1.30	5.12	1.09	.67[3]	5.14	1.08	4.99	1.31	.83[3]	5.02	1.31	5.11	1.09	.56[3]
34[1]	5.54	.58	5.54	.64	5.55	.52	.12[3]	5.69	.58	5.39	.63	3.68[4]	5.53	.63	5.55	.53	.35[3]	5.55	.61	5.53	.55	.35[3]	5.55	.52	5.54	.64	.12[3]
35[1]	5.55	.58	5.55	.66	5.56	.50	.23[3]	5.68	.53	5.43	.66	3.13[4]	5.55	.65	5.55	.50	.00[3]	5.58	.65	5.53	.50	.69[3]	5.56	.50	5.55	.66	.23[3]
36[1]	5.50	.56	5.50	.60	5.51	.52	.12[3]	5.60	.64	5.41	.51	2.44[4]	5.52	.50	5.49	.61	.36[3]	5.55	.60	5.46	.52	1.08[3]	5.51	.52	5.50	.60	.12[3]

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	M	SD	M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		M	SD	M	SD	
37[1]	5.37	.77	5.27	.94	5.46	.53	1.84[4]	5.50	.76	5.24	.81	2.48[4]	5.35	.87	5.38	.66	.26[3]	5.39	.87	5.35	.65	.43[3]	5.46	.53	5.27	.94	1.84[4]
38[1]	5.35	.83	5.29	.94	5.42	.71	1.13[3]	5.46	.86	5.25	.83	1.91[4]	5.25	.95	5.36	.70	.16[3]	5.44	.86	5.27	.80	1.46[3]	5.42	.71	5.29	.94	1.13[3]
39[1]	5.39	.75	5.30	.85	5.48	.61	1.81[4]	5.52	.68	5.26	.83	2.47[4]	[illegible]	.70	5.34	.79	1.08[3]	5.40	.87	5.38	.60	.18[3]	5.48	.61	5.39	.85	1.81[4]
40[1]	5.13	.89	5.10	.96	5.16	.80	.53[3]	5.29	.72	4.97	1.05	2.62[4]	[illegible]	.94	5.12	.83	.23[3]	5.18	.93	5.08	.84	.83[3]	5.16	.89	5.10	.96	.53[3]
41[1]	5.19	.86	5.11	.97	5.27	.74	1.41[3]	5.21	.87	5.17	.86	.31[3]	5.26	.88	5.12	.84	1.25[3]	5.22	.93	5.16	.79	.47[3]	5.27	.74	5.11	.97	1.41[3]
42[1]	4.15	1.57	3.95	1.58	4.31	1.53	1.72[4]	4.35	1.50	3.90	1.64	2.14[4]	4.17	1.48	4.08	1.65	.43[3]	4.07	1.57	4.18	1.57	.51[3]	4.31	1.53	3.95	1.59	1.72[4]
43[1]	5.53	.52	5.56	.50	5.50	.54	.91[3]	5.60	.53	5.40	.55	3.62[4]	5.55	.51	5.51	.52	.65[3]	5.58	.49	5.48	.53	1.43[3]	5.50	.54	5.56	.50	.91[3]
44[1]	5.49	.53	5.49	.54	5.48	.53	.13[3]	5.59	.54	5.38	.56	2.79[4]	5.53	.55	5.45	.51	1.13[3]	5.55	.52	5.43	.55	1.64[3]	5.48	.53	5.49	.54	.13[3]
45[1]	5.44	.65	5.46	.61	5.41	.68	.62[3]	5.59	.56	5.28	.75	3.44[4]	5.48	.64	5.39	.65	1.04[3]	5.51	.64	5.36	.64	1.67[4]	5.41	.68	5.46	.61	.62[3]
46[1]	5.46	.62	5.48	.67	5.45	.57	.43[3]	5.55	.70	5.37	.57	2.11[4]	5.48	.67	5.45	.57	.43[3]	5.54	.61	5.39	.62	1.74[4]	5.45	.57	5.48	.67	.43[3]
47[1]	5.41	.77	5.50	.66	5.33	.86	1.66[4]	5.55	.74	5.28	.83	2.47[4]	5.45	.72	5.38	.82	.61[3]	5.46	.75	5.36	.79	.96[3]	5.33	.85	5.50	.66	1.65[4]
48[1]	5.40	.78	5.41	.79	5.38	.77	.26[3]	5.57	.60	5.22	.95	3.29[4]	5.45	.72	5.34	.83	1.12[3]	5.49	.76	5.30	.79	1.82[4]	5.38	.77	5.41	.79	.26[3]
49[2]	4.65	1.39	4.70	1.40	4.59	1.38	.58[3]	4.85	1.25	4.45	1.53	2.12[4]	4.61	1.45	4.68	1.38	.39[3]	4.61	1.45	4.68	1.33	.39[3]	4.59	1.38	4.70	1.40	.53[3]
50[1]	4.92	1.05	4.97	1.08	4.86	1.02	.76[3]	5.03	.99	4.81	1.13	1.52[3]	4.98	1.02	4.85	1.09	.89[3]	5.10	.93	4.74	1.13	2.59[4]	4.86	1.02	4.97	1.08	.76[3]
51[1]	5.38	.62	5.38	.56	5.37	.69	.11[3]	5.47	.68	5.28	.59	2.21[4]	5.40	.64	5.35	.61	.54[3]	5.42	.58	5.34	.66	.97[3]	5.37	.69	5.38	.56	.11[3]
52[1]	4.10	1.56	4.21	1.51	3.98	1.59	1.08[3]	4.05	1.55	4.15	1.55	.48[3]	4.15	1.63	4.05	1.47	.47[3]	4.14	1.59	4.05	1.52	.39[3]	3.98	1.59	4.21	1.51	1.08[3]
53[2]	5.36	.68	5.34	.61	5.38	.75	.49[3]	5.43	.72	5.29	.67	1.45[3]	5.33	.75	5.39	.60	.69[3]	5.42	.55	5.30	.79	1.28[3]	5.38	.75	5.34	.61	.49[3]
54[2]	5.31	.83	5.27	.92	5.35	.73	.72[3]	5.46	.79	5.16	.90	2.61[4]	5.35	.80	5.27	.86	.72[3]	5.35	.86	5.28	.81	.56[3]	5.35	.73	5.27	.92	.72[3]

SUMMARY OF STATISTICAL DATA
(Attitudes Toward Bilingual Education: A Study
of Parents with Children in Selected Bilingual Programs)

State-ment	Total Popl.		Lower Income		Medium Income		t Stat.	Under Age 35		Over Age 35		t Stat.	Male		Female		t Stat.	Less Educated		More Educated		t Stat.	Stable Popl.		Transient Popl.		t Stat.
	M	SD	M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		M	SD	M	SD		M	SD	M	SD	
S5[1]	5.15	1.06	5.16	1.07	5.14	1.04	.19[3]	5.32	1.03	4.98	1.10	2.33[4]	5.10	1.10	5.20	1.02	.70[3]	5.31	1.02	4.99	1.07	2.25[4]	5.14	1.04	5.16	1.07	.19[3]
S6[2]	5.48	.72	5.45	.76	5.51	.68	.56[3]	5.61	.65	5.35	.82	2.55[4]	5.48	.75	5.48	.70	.00[3]	5.51	.76	5.45	.68	.55[3]	5.51	.68	5.45	.76	.56[3]
S7[2]	5.67	.47	5.63	.48	5.71	.45	1.29[3]	5.85	.49	5.49	.50	5.29[4]	5.67	.47	5.66	.47	.14[3]	5.65	.48	5.68	.47	.43[3]	5.71	.45	5.63	.49	1.29[3]
S8[1]	4.57	1.59	4.71	1.51	4.43	1.65	1.32[3]	4.59	1.59	4.55	1.59	.21[3]	4.54	1.71	4.60	1.45	.30[3]	4.64	1.58	4.50	1.59	.63[3]	4.43	1.65	4.71	1.51	1.32[3]
S9[2]	3.18	1.54	3.22	1.55	3.15	1.53	.35[3]	3.36	1.50	3.00	1.58	1.74[4]	3.18	1.51	3.18	1.57	.00[3]	2.99	1.53	3.37	1.53	1.84[4]	3.15	1.53	3.22	1.55	.35[3]
60[1]	4.87	97	4.99	.84	4.75	1.08	1.81[4]	4.86	1.08	4.88	.85	.14[3]	4.86	.96	4.88	.99	.14[3]	4.97	.89	4.77	1.04	1.52[3]	4.75	1.03	4.99	.84	1.81[4]
62[2]	4.80	1.38	4.85	1.35	4.75	1.41	.54[3]	4.74	1.50	4.87	1.23	.73[3]	4.80	1.40	4.81	1.36	.05[3]	4.89	1.36	4.72	1.40	.93[3]	4.75	1.41	4.85	1.35	.54[3]
62[1]	5.49	.62	5.52	.52	5.45	.71	.76[3]	5.63	.61	5.35	.67	3.26[4]	5.55	.53	5.43	.69	1.41[3]	5.56	.50	5.41	.72	1.85[4]	5.45	.71	5.52	.52	.76[3]
63[1]	5.36	.82	5.43	.71	5.30	.91	1.15[3]	5.52	.74	5.21	.91	2.75[4]	5.37	.88	5.35	.75	.16[3]	5.47	.77	5.25	.85	1.99[4]	5.30	.91	5.43	.71	1.15[3]

[1]Statement is positively stated.

[2]Statement is negatively stated.

[3]Not significant.

[4]Significant at the .05 level.

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